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# SCHOLASTIC COACH

Issued monthly for directors and coaches of high school and preparatory school athletics, and instructors in physical education by

SCHOLASTIC-ST. NICHOLAS CORPORATION  
M. R. Robinson, President

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## ONE MORE ISSUE

The next and final *Scholastic Coach* of the present semester will be the April number, which will go in the mail April 15.

The plans for the academic year 1932-1933 call for nine issues, instead of eight, with the addition of a May issue. The first issue ought to reach you no later than September 10.

For an extra subscription of nine issues, send in the following coupon, with one dollar attached. This one-dollar offer is an open proposition. Athletic men and women, whether or not they have high school connections, may take advantage of it. But we inform you in advance that the editorial content of *Scholastic Coach* is addressed exclusively to the secondary school coach, athletic director and other members of the school physical education department.

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**EDITORIAL**

Members of the SCHOLASTIC COACH  
ADVISORY BOARD write these  
editorials

WHEREVER gate receipts show a wide margin of profit, particularly in schools and colleges, one may be sure that adverse criticism will develop against the sport which is responsible for such receipts.

Why is it that we hear no criticisms of our track, swimming, baseball and other lesser athletic activities, but find the newspapers and groups of men in certain types of societies levelling deadly canards against the only paying sports—football and basketball? It is as plain as the nose on the face: these latter sports attract spectators and per se large gate receipts.

To me it is passing strange that no one seems to have gone beyond this point and suggested that *if* spectators and gate receipts are a menace to good sportsmanship, then boards of education and college treasurers are really to blame for all of the evils—if evils there be—in our sports program. Athletics of even the simplest type cannot be carried on without some money expenditure and if those who hold the purse strings of the institution sponsoring the sport do not loosen them, there is but one, the universal, answer: call in spectators who will lend financial support.

A program of athletic activities for schools and colleges needs no defense. It is everywhere approved. Those who cannot participate enjoy seeing others do so. The cry that too few participate is as futile as that of the wets vs. the dries, the dries vs. the wets and both vs. the Government. What school doesn't "issue the call" for candidates for its teams without restriction? What coach doesn't glory in a big squad of scrubs to work out against the first team? "Drops" consist of the lazy and inefficient as in all walks of life.

In the almost universal absence of subsidies from boards of education and college treasuries the much-maligned spectator is entitled to a wreath of palms. He it is who carries the burden of supporting the athletic program. If he is occasionally guilty of "the scandalous conduct" that has "done more to break down the best traditions of American athletics than any subsidizing . . . or proselytizing . . .," as John MacGovern recently stated, we must forgive him because of his other magnificent qualities of long suffering and loyalty to the home teams.

As far as secondary school spectators are concerned, they are constantly under the control of the local school authorities. Breaches occur, of course, but so do business depressions, droughts, floods and

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JACK LIPPERT, Editor

Sino-Japanese troubles. For every spectator whose conduct is scandalous there are thousands upon thousands whose conduct is not only above reproach but highly praiseworthy.

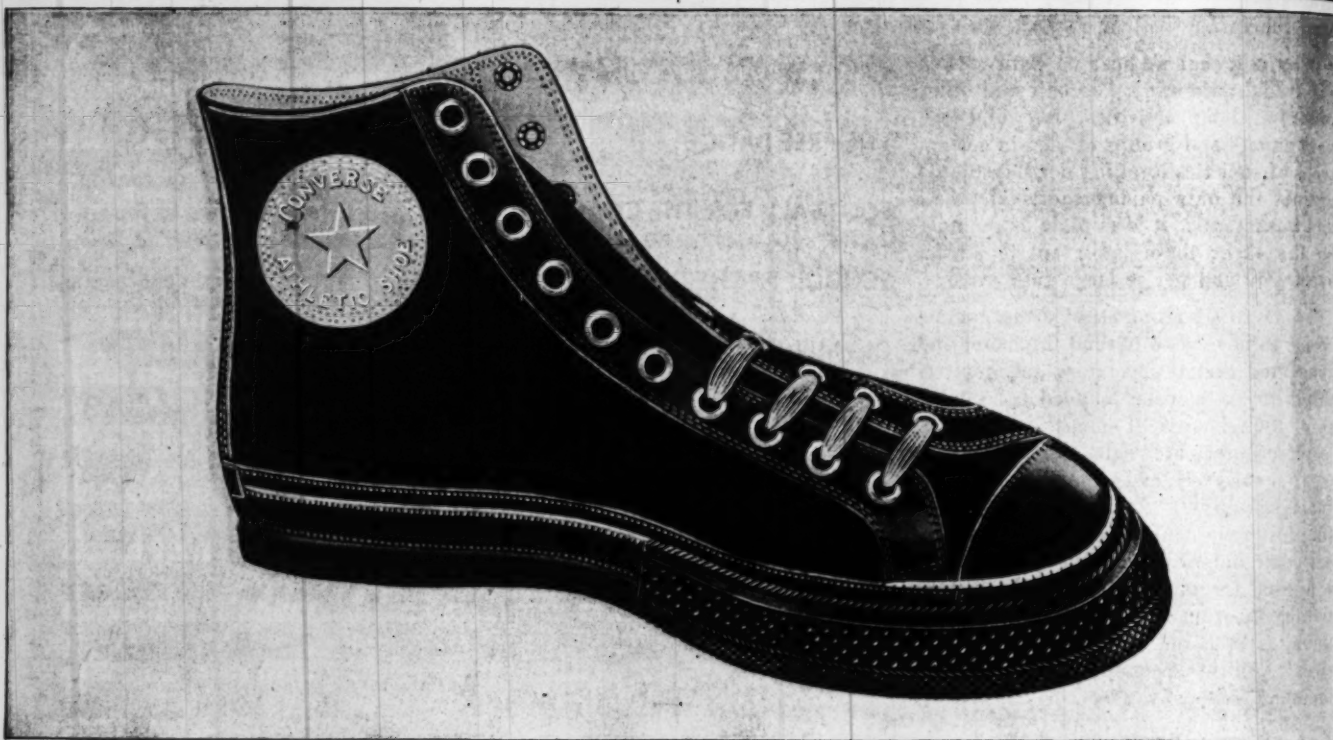
Money is frequently the root of evils but it is equally the source from which many blessings flow. Surely the lack of money causes untold evils too and those who conduct athletic programs must choose the lesser of these "evils". The spectator is merely the go-between, and if properly handled is the bulwark in time of storm.

So, let's not blame the innocent spec-

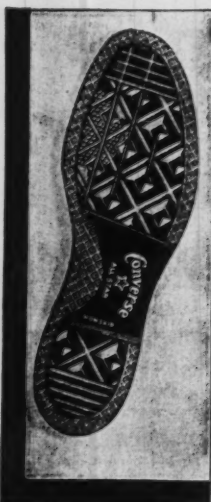
tator if conditions are bad in some sections for brief periods of mismanagement in athletic programs. Incidentally, don't you find that sports carried on with free admission are the ones which lag and die? It is human nature, except in the stock market, not to expect something for nothing, and it usually works out that way in sports. There is no more "vicious relationship between sports and profits", as President Henry M. Wriston of Lawrence College lately stated, than there is between the grocer's bill and your check. Each is dependent on the other.

WALTER B. SPENCER.

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THE National Council of the National Federation of State High School Athletic Associations met in Washington, D. C., the latter part of February, elected officers, admitted New Mexico to membership, went through some routine business. Then President Marshall of Iowa asked Mr. Forsythe of Michigan to enter the ring to present a very important resolution. The manner in which these men and their colleagues took the bull by the horns in the ensuing discussion would have made a deep and gratifying impression on you. The bull we are referring to is not the species usually seen and heard in the national capital at this time of the year.

As a result of the resolution, which met with unanimous approval, the National Federation may soon find itself in the football rules publishing business. At least it finds itself in a neighborly little scrap with those big college fellows from over yonder, gauntlet thrown down n'everything. It all shapes up as a pretty interesting scrap, however one-sided it may be with the big college fellows backed up on their own goal line, fourth down and a long way to go.

The football rules as we know them are made, owned and operated by the National Collegiate Athletic Association through its Rules Committee. It is quite natural to expect colleges that want to play football to have their own men make the rules. Nobody, least of all the high school man, objects to this. What the high school men, through their national organization, object to is playing a game according to rules in the making of which they have no authority.

It is readily seen how important it is for high schools to have control of a game which in one season took the lives of more than forty youths, twenty-one of them high school boys. The fact that a number of these deaths have not been attributed strictly to football does not, in the eyes of a school man, reduce his responsibility for the players of a game he sanctions, a game so rugged and hazardous that only a nation believing itself to be growing soft would countenance it as an instrument of training for its boys.

#### *The N.C.A.A. and the N.F.S.H.S.A.A.*

THE present mood of the National Federation has been brought about by the recent (December, 1931, annual meeting of N.C.A.A.) action of the National Collegiate A. A. in refusing active

membership on the Football Rules Committee to any organization, the National Federation being the particular party in point. The high schools might have "advisory" representation on the Rules Committee, the N.C.A.A. said, but, as Mr. Whitten of the National Federation expressed it, "that is the same kind of representation that King George or Jack Dempsey might have." Why even we of the *Scholastic Coach* claim this kind of membership to every and all rules committees. We are always advising somebody or other—all the good that it does.

Up to the December meeting of the N.C.A.A. the national high school organization *did* have genuine, active representation on two of the N.C.A.A. rules committees—basketball and track and field—but even this has been taken away now. Well, it would seem that those big college fellows had no desire whatsoever to mingle with those of us who live on the other side of the railroad track. That was true up to about three weeks ago when it was reported to the gentlemen of the N.C.A.A. that the gentlemen of the N.F.S.H.S.A.A. lately had been seen in the company of several printing persons, obtaining from them quotations on the price of printing a little booklet whose contents would not be Pullman car jokes.

Evidently the N.C.A.A. all along had thought that the high school people, while they might be a bit sore for a time, would soon forget, swallow their indignation and keep on playing a game according to rules that were designed for the college-age player. We assure you that the N.C.A.A. will make no such miscalculation in the future.

As soon as the N.C.A.A. saw that the high school men were going ahead with their own football rules just as though they had never heard of the N.C.A.A., Mr. Marshall and Mr. Whitten of the National Federation began receiving regular visits from the Western Union and Postal Telegraph boys (can't accuse us of favoritism) bearing overtures, armistices and kind words from the N.C.A.A. We tell you it was exciting; just like the city room of a big newspaper, the way the movies show it.

#### *Four-Point Plan*

THE gist of these telegrams from the N.C.A.A. was that if the National Federation would reconsider its decision about going into the football rules publishing business, something might be done at the July, 1932 (in California), meeting

of the N.C.A.A. about adopting the four-point plan which on Oct. 9, 1931, a joint committee of N.C.A.A. and N.F.S.H.S.A.A. representatives had proposed. The plan they submitted:

1. Representation of the National Federation on all committees making rules for sports in which high schools engage.
2. A special committee of high school men in each sport to make such modifications of the general rules as may seem desirable for high school teams, such modifications to be published with the official rules.
3. Provision for furnishing the National Federation with copies of new rules each year in ample time for them to prepare their interpretation books.
4. Provision for publishing and distributing the rules through the official high school organizations free from all write-ups, pictures, advertising and all other excess material, at the lowest price consistent with the cost and service rendered.

So, as matters now stand, and as the revised resolution of the National Federation provides, the high schools will wait until September in order to give the N.C.A.A. time to think this thing over. Then if the N.C.A.A. proposition is not suitable to the National Federation, the latter body will go ahead and floor the bull it has already taken by the horns.

The N.C.A.A. and the N.F.S.H.S.A.A. are the two great educational institutions whose realm is athletics. But their spheres of activity are with two well defined groups, the one concerned with young men ranging in age from 17 to 24; the other with boys none of whom are more than 21, most of whom are 16 and 17. There has been the same set of rules for both age groups. In this day and age we are too enlightened in educational methods to tolerate any longer this condition. Were the game one of no or few dangers, like tennis, one set of rules for both might be adequate. But even with tennis it is desirable that the boy in his teens engage in match play limited to the best 2 out of 3 sets; whereas the older player can, with less risk, engage in a match, best 3 out of 5 sets. It is all a question of health, and health is education's primary consideration.

#### *Figures on the Cover*

THOSE three primeval-looking individuals on the cover are *not* Yale men, despite their fierce facades. They are quite imaginary personages, the creation of Paul Fjelde, sculptor, and Harrison Gill, designer, who did them, along with



five other outdoor-sports figures, for the entrance gates to Columbia University's athletic field. The finished figures are in bronze. Among the other figures are: "Oarsman", "Football" (a grim gridded clutching a football as though it were a sack of potatoes), and "Baseball", which shows an extremely hard-boiled batter, with his foot in the bucket.

### Refreshing

**P**EOPLE who have axes to grind usually conceal the axe behind some overworded, tinselled proposition which the discerning are quick to detect for the subterfuge that it really is. Hokum, bunk, balderdash and hooey are other words, plain and fancy, for the same thing. Athletics and sports have been overweighted with it. It ranges from a racket, such as professional wrestling, to "scholarships" for athletes whose curiosity in learning and the printed word is commonly confined to the newspaper sports pages.

What we are deploring here (in case, it has been vague) is the lack of frankness, simplicity and modest statement in those things which are essentially good in themselves, such as interschool and inter-collegiate athletics, football, and advertising and publicity. Yes, advertising and publicity—the Tweedledum and Tweedledee of this post-war Wonderland of ours. In fact they are the reason we are taking typewriter in hand on this occasion. What we regard as a most frank and refreshing publicity item made its plain appearance among our mail the other morning in the form of a news release concerning National Baseball Week. We quote the piece in its entirety with an expression of hope that it is one of the signs of returning sense to Messrs. Tweedledum and Tweedledee:

Signalizing the opening of the amateur playing season, National Baseball Week will be observed this year from April 2 to 9.

National Baseball Week is a period set aside by manufacturers and distributors of baseball equipment to focus public attention upon the distinctive American character of baseball as the national game, and to stimulate early interest in baseball among boys.

Emphasis will be placed this year upon the organization of amateur and semi-pro baseball teams and leagues, as a profitable source of business for dealers in sporting goods.

One of the principal features of the week will be a window display contest, open to every dealer handling a line of baseball supplies, in which cash prizes will be awarded for the best displays of baseball goods. Details may be obtained from *The Sporting Goods Dealer*, a trade publication, St. Louis, which is sponsoring the contest.

### The New College Football Rules

**I**N ACCORDANCE with the expectations and demands of public opinion, the Football Rules Committee of the National Collegiate Athletic Association made six noteworthy changes in the code for 1932, at its winter meeting on February 15 at Dartmouth College.

Designed to make the game safer for the players after the high death and injury rate of the 1931 season, the new rules will (1) allow the kick-off to be punted, drop-kicked or place-kicked, with at least five members of the receiving side required to be no farther than 15 yards from the kicking team's restraining line;

(2) prohibit players from wearing equipment (shoulder pads, knee, elbow, and thigh pads) which does not have an outer layer of soft felt at least three-eighths of an inch in thickness; (3) prohibit blockers and tacklers from leaving their feet until contact has been made against the blocked or tackled player; (4) allow players withdrawn from the game to reënter it once at any time; (5) automatically cause the ball to be declared dead when any part of the ball-carrier's body except his feet or hands touches the ground; (6) prohibit the players on defense from "striking" an opponent on the head, neck, or face with hand, wrist, forearm, or elbow.

As interesting as this piece of rules-committee rescue work is, it is nothing like the interest that will be aroused in thousands of legal-minded coaches next fall when the officials in charge of a game (1) act or (2) fail to act on defensive line play which looks (1) to you like something more than a push and (2) to us like a mere love tap. Although one of our notable officials, Mr. Ed Thorp, said that it will be easy to differentiate between a "push" and a "stroke" or a "blow", we should not like to be in the position of the official who really called the act a foul, unless we were Mr. Ed Thorp, who is such a famous and desirable referee that even if he did mistake a "push" for a "blow" and disqualified the player, Mr. Thorp would have 99 out of every 100 people on the scene convinced that they must have seen the thing in the wrong light themselves.

### Capital Punishment

The penalty for this violent use of the hands by the defensive player is so extreme (disqualification and one-half the distance to the goal line) that only Supreme Court Justice Benjamin N. Cardozo and Mr. Ed Thorp could with impunity hand down a decision of guilty. For illegal use of the hands by the defensive player in the old days of 1931 the penalty was a mere five yards. Presumably the officials are no longer to have recourse to this mild discipline. For illegal use of the hands on defense henceforward you are out of the game and your team is twice as close to its own goal line as it was a moment before.

Now in the case of slugging or premeditated assault and battery we expect even the most Timid Souls among the refereeing fraternity will show no hesitancy in ejecting the offender from the ball game, as it is affectionately called by the refereeing fraternity. But the old rules very plainly took care of such an outright piece of vandalism, and gave the official authority to toss the culprit out of the game on his ear, and, as in the case of the so-called new rule, required the referee to proceed at once to the task of measuring off half the distance to the offending team's goal line.

**O**UR PROPHECY is that unless the penalty for this new "use of the hands on head, neck or face" rule is considerably softened, the defensive line play throughout the United States will be no gentler than ever, and just as likely to loosen your teeth and stimulate the nape of your neck (if you are an offensive lineman).

A diametrically opposite prophecy, coming evidently from those even-tempered folks who have not lost their faith in human nature, predicts that defensive line play will be thoroughly cleansed and purified by the very severity of the penalty for illegal use of the hands. Every man is entitled to his own prophecy. For our part we are warning every football player we see to keep just as watchful an eye as ever open for rabbit punches, chucks under the chin, thumbs in the eye that was not closed in time, and angular elbows which seemed to have been previously sharpened in the manual training department.

### "Things Are Seldom—"

**W**E UNDERSTAND that the rule will not be interpreted to mean exactly what it seems to mean. This is quite human. We have all seen the secondary-defense man who, while standing about ten yards from the now scrimmaged line of scrimmage, sees the form of an opponent hurtling down upon him. The defensive line stopped the play, but this hurtling person knows nothing about it. He is supposed to take Our Secondary-Defense man out of the play, and he is going to do it or die in the attempt. Now this Secondary-Defense man of ours is no fool: when somebody comes bowling into him he is not going to draw fine lines between "pushes" and the less horizontal movements of the arms. We understand that in these instances the rule does not apply: that it applies almost strictly to defensive linemen, and in particular to the defensive tackles who have been in recent seasons unmercifully beating upon the heads and necks of the offensive ends.

**E**VERY time we ask a coach to explain how the officials are going to see what goes on in the way of pushes and blows in the crush and pile-up of line play, the coach invariably replies, with some sadness: "The officials will simply have to use their judgment, that's all."

That may not be sufficient to accomplish what the Committee wants—line play made safe for the offensive linemen. It seems to us that any rule which might be framed would be worthless without the active support and coöperation of the coaches. The coach knows what his defensive linemen are doing nine times out of ten. If they are pounding down with their hands, instead of pushing, he knows it. He also can do something about it. But he is not likely to if his opponents

(Continued on page 32)

# Ready for Baseball

Mr. Grosskloss plays second base for the Pittsburgh Pirates (National League baseball team). He is studying medicine at Yale and helps with the coaching of baseball there until he has to report to the Pirates. At Amherst College Grosskloss was, needless to say, a star baseball player; he also played varsity football and basketball, and won Phi Beta Kappa. Friends of his predicted all this would happen when, as a student at Langley High School, Pittsburgh, Pa., seven or eight years ago, Grosskloss stood out as the leading schoolboy athlete of the city.

By HOWARD GROSSKLOSS

questionably dependent upon footwork. For example, an inside low ball requires a different position for the left foot (right in the case of the left-hand hitter) to assume than the high outside ball. Distance and power are directly dependent upon the wrists and the proper use to advantage of one's weight. That is, if a player is stepping correctly he is throwing his weight into the swing in the most effective manner and at the same time allowing the proper use of the wrists and subsequently the proper follow-through. I believe one will find, on careful observation, that most players in this formative period step almost the same on every pitched ball, regardless of its nature. Some do not step at all, but hit flat-footed with feet wide apart. To this type is given the title "one-alley hitter". In other words, their power is limited to one certain ball—a low, slightly inside ball, for example. Now the question is: how may proper stepping be acquired? First, it should be emphasized that the hitting surface is limited to about four or five inches on the average bat. It should be the player's purpose, then, to keep the bat parallel to the ground during the swing to meet the ball in this area, with the full force of the player's weight and wrists in play. The coach should try to have the player practice either while in the batting box or at a spot outside the playing field. Assign him to a warming-up battery and have him step with each pitched ball without swinging. Or have a few plates inserted in the ground off the

**VERY** few high school players are free of the faults which are commonly seen in young baseball players.

For all his trying, a coach sometimes will not be able to correct a high school player of defects in, let us say, his batting technique. Yet, for the most part, the high school player is eager to learn and to improve (especially his batting), and since there is nothing in "big league" baseball form which would not be a good pattern for high school players, I will set down here the common weaknesses I have observed in high school players and tell the way to overcome them, using as a standard the nearest thing to baseball perfection we know—the major league way of doing it.

I have classified the various faults under the general heads: offensive play (hitting and base running), and defensive play (fielding).

First let us turn to offensive play which, incidentally, if perfected, will prove to be a team's most effective defense, a maxim to which John J. McGraw is a famous adherent.

Hitting represents the most serious and enigmatical problem of the coach of today. And in this, the timing element marks the greatest difficulty. Correct timing, so essential to the perfected golf game and other related sports, is un-

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## MARANVILLE FIELDING A GROUNDER



playing field, where the players may step at imaginary balls.

Let us assume that a right-handed player, standing at the plate, is expecting a low, inside ball. After taking his position (body well balanced; feet eight or ten inches apart, front foot slightly favoring the plate just far enough away so that the end of the bat, upon reaching out, just touches the corner of the plate nearest first base) with the bat back ready (so many players fail to realize that swinging the bat wildly enables a good pitcher to catch them with the bat forward), the batter, avoiding lifting his knee, steps comparatively forward (so as to keep the bat parallel to the ground), the left foot assuming a position about in the direction of the shortstop. Now you will note that his weight is forward, into the ball; his swing is parallel to the ground, and upon finishing the swing he has followed through nicely.

The ball that was a low, inside ball for the right-handed hitter would be a low, outside ball for the left-handed hitter. In each case, the hitter's power is directed to left field. If the ball is low and outside for the right-handed hitter it is low and inside for the left-hander, and the power in both cases is directed to right field, with the obvious changes in the direction of the forward foot. Incidentally, this latter ball is a perfect ball for the hit-and-run play. For this particular play the ball should be hit "behind the runner" into right field in a direction between the first and second basemen. This allows the man on first to go to third on a single, or to score on a double. A play of this nature is invaluable in teaching young players to follow the ball closely. Even if the ball is hit to the left side of the diamond, chances for breaking up a double play are enhanced. The player should also bear in mind that keeping the back elbow close to the body assists him in hitting the ball squarely and on a line.

To return to stepping: the direction of the step for high inside and high outside balls is the same respectively as described above. However, in this instance one would not step as far forward. Rogers Hornsby is a perfect example of all the above-mentioned features of correct hitting and he should be studied carefully if an opportunity to do so is presented. Hornsby preaches the importance of selecting a well-balanced bat, the weight of which allows one to swing with ease and no apparent interruption.

A most evident fault in hitting is the failure to follow through well, a fault which is markedly apparent with curved balls. One method of remedying this error is to encourage the player to concentrate on picking the ball up with his eyes as soon as it comes into view in the pitcher's hand (as he is about to release the ball) and follow it to its impact with

the bat. A good way to teach players to follow the ball correctly is to have them, during the first week or so of practice, take nothing but easy "cuts" at the ball, but not, at the same time, neglecting their follow through. When their timing has become fairly accurate have them begin exercising their full power. The greatest fault incurred with "cutting" hard at the very start is the failure to follow the ball properly.

Most high school players are notoriously weak on curved balls that are low. There are two ways of correcting this fault: by placing a bat lengthwise, in line with the back foot, at the heels of the batter, and by having the pitchers throw nothing but outside low curved balls or fast ones to the same spot. This is one of baseball's most effective pitches. This type of practice will also help your pitcher to improve his control. Naturally, there is an excuse for "stepping in the bucket" to hit an inside ball, be it straight or curved. Improper timing, failure to follow the ball well, and hitting bad balls marks the "in-the-slump" hitter, and a return to his former stride is sometimes hastened by having the player practice hitting back through the pitcher's box. Terry of the New York Giants has followed this rule with great success.

I have heard some high school coaches remark of a player, "I know he is unorthodox in his hitting, but he is hitting too well for me to change him." True, he is good enough for the time being, against high school pitchers. If the boy is one who plans to go to college and there play baseball, it is not fair to him to allow him to continue his faulty methods without an effort to correct them.

While discussing the factor of footwork, I think it is advisable to speak of its importance in connection with bunting. There are many boys playing high school ball who fail to appreciate the difference between sacrifice bunting and the bunt-and-run play. One requires different footwork than the other. Constantly changing occasions arise calling for one play or the other. It should be impressed on the player's mind that, in the case of the sacrifice bunt, one is purposely sacrificing oneself in the interest of advancing the runner or runners, as the case may be. Hence, the batter should turn around, flat-footed, facing the pitcher, bat loose, hands apart, and bunt the first good ball along either base line, preferably along the first base line and, if the bunt is harder than expected, it may be turned into a successful "drag", which will confuse the pitcher, first baseman, and perhaps the second baseman, if they are not properly coached to field such a ball. The same batting position is assumed for a squeeze play, the only difference being that the player must bunt the first ball pitched, however bad it may be. The batter should be careful



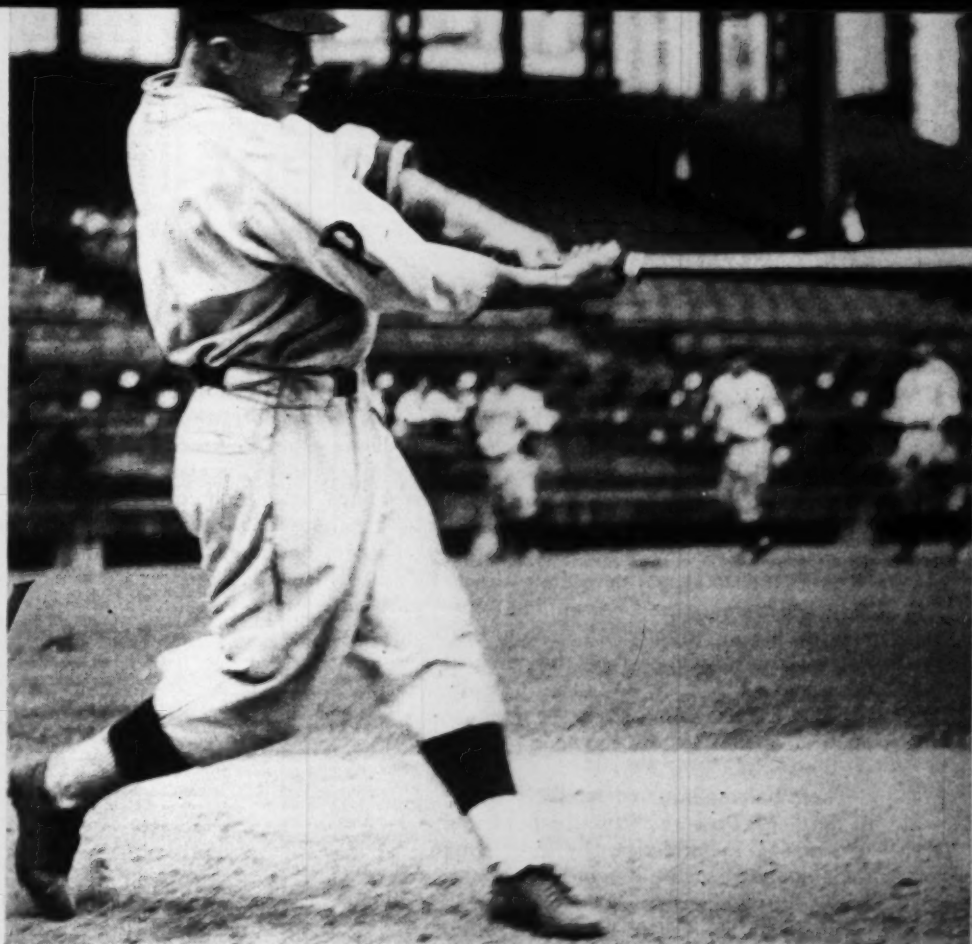
not to take his bunting position too quickly, but should wait until the pitcher is in the act of delivering the ball.

In the matter of bunting and running, the batter is attempting to catch the third baseman napping, trying to pull the unexpected, and hence his feet should be placed in such a position as to enable him to get a quick start for first base. In closing this discussion on hitting, let me restate the well known baseball maxim: Never swing at a bad ball.

Base-running is another aspect of offensive play in which high school teams are often weak. Poor base-running sometimes escapes detection because of inferior teamwork on the part of the pitcher and catcher; that is, the failure of both to hold the runner close to a base, or the poor work on the part of the catcher in getting the ball away quickly. Weakness in base-stealing may be attributed, first, to the runner in not recognizing the nature of the trigger which should set him off, and second, in his not being able to carry through the most effective slide at the end of the steal. The runner should take a comfortable lead, be well balanced, on his toes ready for a quick start, and then concentrate on the motion of the pitcher. The poor base-runner either watches the pitcher's hand, or his hips, or fails to regard his motion in any specific manner. Consequently, he is either caught going the wrong way or he suffers from getting a poor start. The pitcher's left foot (in the case of right-hand pitching) should constitute the trigger. The moment it takes its course in the direction of the plate the runner should be off, with his eyes fixed on the receiver to observe where the latter is trying to station himself.

This factor decisively governs the nature of the slide. If the receiver catches the ball in front of the base, a hook slide to the right is most effective; and vice versa if he catches the throw behind the base. If he receives the throw on the shortstop side of the base, an attempt should be made to follow Frankie Frisch's example and slide head first with one arm extended. The difficulty the receiver has in tagging the runner in either case is obvious. This sliding technique is best developed by having someone stand in a sawdust or sandy-soil pit in direct line with the runner and the base, on the shortstop side, waving a handkerchief in characteristic fashion just as the runner reaches a point about twelve feet from the base. If he waves the handkerchief to the infield side he means to indicate the throw is being received behind the base, and the runner should hook-slide in; vice versa for a hook-slide on the outfield side of the base. The handkerchief waved over the head calls for a head-first slide.

It is sometimes advisable to study a pitcher as he warms up before the game. As well as getting acquainted with the mannerisms associated with his delivery,



GROSSKLOSS PRACTICING WHAT HE PREACHES: HE IS TAKING A "PARALLEL" CUT AT THE BALL AND MAKING A VERY GRIM FACE ABOUT IT, AS YOU CAN SEE

one is enabled to get an idea of his control, knowledge of which will inform one of the possibilities of getting the pitcher in a hole during the game.

With the lively ball going out of use, base-stealing, bunting, and the squeeze play are regaining their former importance. The most common fault incurred in the execution of the squeeze play concerns the difficulty in knowing when to begin running. The play is often given away by a hurried start. In this connection many players fail to realize the importance of taking their lead in foul territory when they are on third base. This enables them to avoid the possibility of being hit in fair territory with a batted ball and drawing the penalty of an out. Some coaches tell the runner to start just before the ball comes to the highest point in the arc made in the wind-up of the pitcher. This, it is claimed, enables the runner to be "in there" even if the batter fails to lay the ball down or if the pitch is wide in an attempt to break up the play. More responsibility should be placed on the hitter. The runner should wait until the moment the ball leaves the pitcher's hand and then get off to a fast start. If the ball is bunted at all, sufficient time is allowed to insure the success of the play.

Mention should also be made of one other base-running fault that is usually evident in preparatory school baseball. A runner on second base should be careful to watch the second baseman, the pitcher, and for any unusual signs from

the catcher which might suggest a desired "pitch-out". The coach should watch the shortstop. It is of great importance to watch the nature of the ball that is hit. I have seen many runners held up at third on a sharp single on which, with a quick start, they could have scored. And I have seen many runners thrown out at third base, unwisely trying for that station on a ball hit to the shortstop. Naturally, a player should advance from second to third on a ball hit to second or first.

Defensive play or fielding may be divided into mechanical and mental play. Thinking constitutes an important factor in hitting, of course, but it is more limited than it is in fielding.

#### MECHANICAL PLAY

(1) Don't play in a strained manner; avoid being tense.

(2) Don't play a one-handed game; have two hands following the ball at all possible times.

(3) Don't fight the ball. This may be avoided by keeping the body loose and waiting for the "good hop". Do not at the same time allow the ball to play you. Of course, it helps if you know in advance the ability of the hitter to get away fast, and also his speed to first base. If the batter is exceptional in this respect, you must plan to get to the ball as quickly as possible and take it between hops if necessary.

(Continued on page 26)

# Athletic Accident Insurance

By P. F. NEVERMAN  
Secretary, W. I. A. A.

## The Wisconsin Plan for Giving Financial Aid to the Injured

THE Wisconsin Interscholastic Athletic Association, during the period from 1928-30, made a study of athletic accidents, their causes as well as methods employed in the payment for care of those injured. While the information secured during this period was incomplete and represented at best only a fraction of the total, it nevertheless convinced the Board of Control that some plan should be initiated which would assist those injured in paying for medical attention and which would also make possible a fact-finding study as to cause of injuries, and suggest methods for prevention.

The plan was initiated for the purpose of developing a service for the boys who participate in athletics, by protecting them against expense due to injuries sustained in competition or in preparation for competition. Courts have ruled, without exception, that educational institutions and organizations within these institutions have no financial responsibility in case of injury. If claims are paid by organizations within the school, or by boards of education, such payments are illegal and upon protest those paying out the funds will be held personally liable for the money so expended.

With the foregoing in mind and also in full realization of the fact that a program of athletics for all is practically impossible unless some provision is made for the care of those injured, the Wisconsin Board of Control began to develop a plan which could be financed with the funds available, which could be administered through the regular organization and which would also meet with the approval of the State Insurance Commission. The advice of an insurance expert was obtained and the initial plan resulted.

A limited schedule of benefits was approved for the first year. It was also decided not to ask for additional funds from the schools, but to finance the plan by taking the money required from the surplus, which on July 1, 1930, amounted to \$14,000. The requirements for participation were made as simple as possible, requiring merely the filing of an Examination and Permit Card for each boy. This card recorded the examination by a physician on the physical fitness of the boy. The signature of the parent or guardian was also required granting permission to compete. The sports for which permission was granted were checked. The card also contained the birth record of the boy, giving date and place of birth as well as character of evi-

dence on file. This card constituted the coverage or policy for the individual boy.

The boy was protected by the insurance 48 hours after the receipt of the card in the office of the secretary. In case a boy sustained an injury covered by the following first-year schedule it was reported on a card designated Preliminary Report Card. This card, signed by the principal, gave date, place, and kind of injury.

### THE FIRST YEAR BENEFIT SCHEDULE

Entire sight of one eye, if irrevocably lost.....	\$200.00
Both arms broken above the elbows.....	150.00
Both legs broken above the knees.....	150.00
Both bones of either arm broken between wrist and elbow.....	100.00
Both bones of either leg broken between ankle and knee.....	100.00
Either leg broken above knee.....	100.00
Either arm broken above elbow.....	75.00
Either bone of either leg broken between ankle and knee.....	50.00
Either bone of either arm broken between wrist and elbow.....	50.00
Collar bone broken.....	40.00

Upon receipt of the Preliminary Card the proof blanks, one for the principal, one for the physician and one for the boy, are mailed to the school. Each blank requires signature before a notary. Upon receipt of the blanks, properly filled out, the case is submitted to the Medical Advisor. If approved by him it goes to the secretary of the W. I. A. A. for the purpose of checking up on the eligibility of the boy for benefit according to the requirements. The Board of Control then passes upon the recommendation of the medical advisor and secretary, who in reality constitute the claim or request committee.

The above plan was submitted to the annual meeting of the State association on October 30, 1930, and unanimously approved.

Ninety-four per cent of the member schools participated in the plan during the first year. A total of 123 requests were made for benefit, of which 101 were paid and 22 denied.

### SCHEDULED INJURIES ON WHICH PAYMENT WAS MADE

	Double	Single	Total
Broken legs.....	6	20	26
Broken arms.....	5	23	28
Broken collar bones.....	.....	.....	47
			101

Sixteen broken collar bones, arms, and legs were reported in addition to the 101 for which benefits were paid.

In addition to the scheduled injuries 106 schools reported a total of 162 other accidents ranging from broken teeth to ruptured kidneys.

The actual cost to the W. I. A. A. of the Athletic Accident Benefit Plan for 1930-31 was approximately \$6,314.65. Of this sum, \$5,330.00 was actually paid for injuries under the benefit schedule. The balance was required for clerical service,

equipment, postage, medical advisor and printing. The actual returns to the W. I. A. A. for Examination and Permit Cards sold was \$303.73, leaving a net cost of \$6,010.92 to the association. The actual cost of administration of the plan for the year, including equipment, was about \$750.00.

The Board of Control, after studying the cost, distribution of injuries as well as the list of non-scheduled injuries reported, prepared an amendment for submission to the schools for referendum vote. The referendum contained the revised and enlarged schedule of benefits suggested for 1931-32, as follows:

Entire sight of one eye, if irrevocably lost.....	\$200.00
Both arms broken above the elbows.....	150.00
Both legs broken above the knees.....	150.00
Both bones of either leg broken between ankle and knee.....	100.00
Both bones of either arm broken between wrist and elbow.....	75.00
Either leg broken above the knee.....	75.00
Either arm broken above the elbow.....	50.00
Either bone of either leg broken between ankle and knee.....	40.00
Either bone of either arm broken between wrist and elbow.....	35.00
Collar bone.....	30.00
Broken nose.....	10.00
Broken tooth.....	10.00
Broken bone in hand.....	7.50
Broken bone in foot.....	7.50

NOTE—Benefits on green stick fractures to be half of those listed in schedule.

NOTE—Radiograph may be required on all injuries scheduled at \$35.00 or more. If X-Ray is required on other scheduled injuries an allowance of \$2.00 for each picture will be made in addition to scheduled benefit.

The referendum also gave the cost distribution to each of the three classes of schools, C whose enrollment is less than 140, B whose enrollment is between 140 and 750, and A whose enrollment is over 750. The following increase in dues for 1931-32 was suggested:

C From \$ 3.00 to \$ 7.50
B From 5.00 to 15.00
A From 10.00 to 40.00

The referendum was approved by an almost three to one vote.

The additional dues will bring an increased revenue for the year of about \$3,600, or 50 per cent of the estimated requirements to adequately finance the plan. The balance will be cared for out of the usual association surplus which annually, in the past, has been between three and four thousand dollars. The referendum was approved with only one dissenting vote at the annual meeting on November 5, 1931. At this meeting the Board of Control was instructed to submit a plan for additional revenue, if that should be required to place the plan on a permanent basis, to the schools for referendum vote.

To date this year 94 per cent of the schools are participating. Twenty-two thousand five hundred and sixty boys are covered in ten different sports. An individual card is on file for each boy.



Up to and including January 21, 387 athletic accidents have been reported, 26 of which are not on the 1931-32 schedule of benefits.

Football claimed 296, while basketball to date has produced 87 casualties. Hockey and boxing have each produced one.

The injuries to date (Jan. 20) this year are divided as shown on the table in the center of the page. The division has been made according to injury, class of school, and type of sport in which the injury occurred.

That there is need for some type of athletic accident benefit has been clearly indicated by the Wisconsin experience to date. That a plan can be administered through the State association at a minimum cost per boy has also been established. The 1930-31 cost was 32 cents per boy. This cost included the entire operation of the plan, benefit payments, equipment, printing, clerical work, etc. While it is somewhat early to give an accurate figure for 1931-32 cost, it is safe to estimate the per capita cost at not more than 35 cents per boy. The low cost is due to a number of factors, among which are administration through an existing agency at a very small expense, no selling cost, no commission to agents and no cost of adjustments. This is made possible by confining the schedule of benefits, during the early years of the plan, to injuries which can, if necessary, be proven through radiographs.

The success of the Wisconsin plan is also largely due to the wholehearted co-operation by the Wisconsin State Medical Society, and the personal services, at practically no cost, of Dr. M. D. Bird of Marinette, the medical advisor, and Dr. E. F. Peterson, a Marinette dentist. The almost unanimous support of Wisconsin high school principals has also materially contributed to the success of the plan to date.

The W. I. A. A. is confronted with the

problem of developing a plan of adequate financing which will equitably distribute the cost among the schools according to sports in which they participate, as well as the number of boys covered. After the foregoing facts are established a plan must be developed which will meet the approval of the State Insurance Commission. A plan to be approved cannot assess per boy or per sport. To accept the assessment idea will

have some insurance company underwrite the cost. Others have stated quite frankly that, in their opinion, the entire matter should be handled by an insurance company. At the beginning of the study the Wisconsin Board of Control was in full agreement with both contentions. After determining the desirability as well as need of protection several large insurance companies were contacted. The almost uniform reply consisted of "we know

nothing about this field" or "we have no figures on which to base the cost" or "we do not believe that the field is one in which we could operate profitably" or "we are not interested" or "the cost of operation would be prohibitive". Only one company was found which would cover for athletic injuries and they asked \$14.00 per boy for football alone.

After learning that there was little or no possibility of having any insurance company give the plan a thorough trial, except at a prohibitive cost, the State Insurance Commission was approached on the matter. The Insurance Commission gave constructive help and outlined two possible plans: one the organization of a new insurance company for the purpose of giving the protection; and the second: the conducting of the plan under a benefit schedule as part of the regular organization service. After considerable study it was decided to follow the second suggestion.

Within the last few months a number of insurance companies have asked for the

data available to date and have expressed a desire to try out this new field for insurance. The W. I. A. A. is not as yet, giving out so-called complete data, as more time is required to arrive at a final conclusion. The figures in this article are, however, indicative and suggest that an opportunity for real service exists.

The experience of the first two years has proven that the plan can be operated successfully and at a minimum cost through the state organization.

TABLE SHOWING INJURIES  
From Sept. 1, 1931 to Jan. 21, 1932

Schedule of Benefits	FOOTBALL			BASKETBALL			
	Class C	B	A	C	B	A	Total
Entire sight of one eye if irrevocably lost.....	.....	.....	.....	.....	.....	.....	0
Both arms broken above the elbows.....	.....	.....	.....	.....	.....	.....	0
Both legs broken above the knees.....	.....	.....	.....	.....	.....	.....	0
Both bones of either leg broken between ankle and knee.....	1	6	1	.....	.....	.....	8
Both bones of either arm broken between wrist and elbow.....	1	3	2	.....	2	.....	8
Either leg broken above the knee.....	.....	.....	.....	.....	2	.....	1
Either arm broken above the elbow.....	2	11	4	.....	.....	1	18
Either bone of either leg broken between ankle and knee.....	1	7	8	1	.....	.....	17
Either bone of either arm broken between wrist and elbow.....	3	15	9	.....	.....	4	31
Collar bone.....	6	34	9	1	.....	1	51
Broken nose.....	9	24	10	4	4	1	52
Broken tooth.....	18	55	23	9	19	6	130
Broken bone in hand.....	3	19	5	4	2	2	35
Broken bone in foot.....	1	4	2	.....	1	.....	8
Hockey—Class A—Bone in foot.....	45	178	73	19	29	15	359
Boxing—Class C—Broken nose.....	.....	.....	.....	.....	.....	.....	.....
Total to date above schedule.....	.....	.....	.....	.....	.....	.....	359
Hockey and boxing.....	.....	.....	.....	.....	.....	.....	2
Not scheduled.....	.....	.....	.....	.....	.....	.....	26
Total.....	.....	.....	.....	.....	.....	.....	387

Up to January 21 a total of \$5,085.00 had been paid on 210 requests for benefit. Requests totaling \$1,016.00 have been completed and are ready for final action by the Board of Control. Requests totaling \$915.00 have to date been denied because of non-compliance with requirements. Requests for a total of \$1,020.00 have not, as yet, been completed through the filing of proof by principal, physician, and injured boy.

The following cost distribution by sport, as well as class of school, is not alone interesting but important as it is the basis for determining the future financing of the plan.

Class of School	FOOTBALL		
	A	B	C
Paid.....	\$1,079.00	\$3,318.00	\$ 633.00
Requests complete.....	236.00	210.00	66.00
Requests incomplete.....	190.50	235.00	60.50
Requests denied.....	200.00	525.00	190.00

Class of School	BASKETBALL		
	A	B	C
Paid.....	\$ 7.50	\$ 30.00	\$ 17.50
Requests complete.....	87.50	212.50	204.00
Requests incomplete.....	50.00	265.00	218.50
Requests denied.....	.....	.....	.....

necessitate the organization of an insurance company, a fact which will require considerable capital, and mean more than the doubling of the present expense. The matter of finance is being given serious consideration and it is hoped to develop something which will be fair to the schools and still enable the W. I. A. A. to continue its Athletic Accident Benefit Plan under the present organization.

The question has been asked, and with reason, why the Wisconsin I. A. A. did not



# The Set-up for Control of Athletics

By WILBUR C. NEFF

Mr. Neff, principal of the Miamisburg, Ohio, High School, here presents the second of his series of articles on the administration of high school athletics. His third article, "The Purchase and Care of Equipment", will appear in the April SCHOLASTIC COACH.

**H**IGH SCHOOLS in general use two types of organization for controlling interscholastic athletics within the school, the Ohio survey discloses. They turn the affairs over to one individual, making it his responsibility, or they set up a board of control, generally using both students and faculty members—a few times, citizens or members of boards of education—and thus entrust the work to a group. For this reason, the schools were asked to indicate if they were using the individual type or the athletic board type. However, in checking the responses, a third type was found, which, as some stated in their responses, may be termed a combination of the individual and the athletic board types. In Table I the use of the various methods by the three groups may be noted.

Schools under county supervision tend strongly to place the administration of interscholastic athletics in the hands of an individual. Since only 13 per cent give the control to the athletic board alone it seems evident that the individual type is highly favored. The city group of high schools shows nearly the opposite tendency, since it has only 24 per cent of its number who allow the reins to be in the hands of one individual. The exempted village tends to follow the individual group, although not nearly so strongly as schools under county supervision. If the results of the three groups are combined it will be noted that a little over 50 per cent of all the schools favor the individual type. The remaining schools are rather equally divided between the athletic board type and the combination type. It would seem that the tendency in those schools which use the athletic board and combination types is really toward the athletic board, although they have given the major

Two Types of Organization in Use,  
Study of Ohio High Schools Shows

TABLE II

\*PER CENT OF SCHOOLS THAT HAVE VARIOUS INDIVIDUALS ON THEIR ATHLETIC BOARDS

Personnel	Types of High Schools		
	**59-City	15-Ex. Village	24-County
Faculty members .....	100.	100.	79.2
Pupils .....	33.9	53.3	79.2
Board of education .....	10.2	26.7	25.
Citizens .....		6.7	4.2
Not reporting .....			20.8

\*This table will not total 100 per cent since some boards have several individuals on them.

\*\*Tables III, IV, V, VI, VII, and VIII are based on the 59 city schools, 15 exempted village schools, and 24 county schools which were shown by Table II to have athletic boards. Table IV concerns the 19 city schools, 18 exempted village schools and 55 county schools which use the individual type and do not have athletic boards.

emphasis to one individual within the board.

Since the athletic board by its name suggests a group of individuals, a study of its personnel reveals a number of persons concerned with athletics. Table II portrays the results found in examining the athletic boards of the various types.

In city and exempted village schools the faculty member is included in the personnel of all athletic boards. However, in five of the schools under county supervision faculty members are not included in the membership of athletic boards. Pupils are on the athletic boards of 34 per cent of the city and 53 per cent of the exempted village schools and rank along with the faculty in county schools. The results show a decided reluctance on the part of all schools to place the board of education or citizens on the athletic board.

It is somewhat to be regretted that the pupil is not found in more city and exempted village athletic boards, for it is an excellent opportunity to offer a desirable type of training under faculty supervision.

Although the same individuals are found on the athletic boards of all schools, the number of members found on the boards in the three groups seems to go from one extreme to another, each

group varying greatly in itself in this respect.

Exempted village and county schools show less tendency to go to extremes in the number of members on the athletic board than do city schools. Five is the number which seems to be favored in city and exempted village schools, but it is difficult to account for the great variation which extends up to sixteen members on one board. It is difficult to understand to what extent this board would be too large to be practical. There seems to be no desire to be uniform in any of the groups.

Another point concerning athletic boards in which the schools seem to show considerable diversity of practice is that of the organization of the board itself. Some of the schools organize the board by choosing regular officers in the same way that any club or other organization using parliamentary procedure might do. In the case of the athletic board in many schools, however, the various officers of the schools seem to assume the offices of the board.

The methods used in selecting officers on athletic boards must depend largely upon the type of organization of the athletic board that exists. It seems quite clear that an athletic board in which the officers were school officials would receive their positions by appointment, while these boards that have a president, secretary, etc., might use several methods.

Although the responses made no indication as to the situation which existed, it would seem quite probable that the election of officers takes place where pupils are found on the athletic board. However, the same practice might be followed where the board is made up of the faculty only.

One year is the usual time that one  
(Continued on page 28)

TABLE I

PER CENT OF SCHOOLS USING VARIOUS TYPES OF ORGANIZATION SET-UP FOR CONTROL

Types	Types of High Schools		
	78-City	33-Ex. Village	89-County
Individual .....	24.4	54.6	73.
Athletic board .....	39.7	24.2	13.5
Combination .....	35.9	21.2	13.5
Totals .....	100.0	100.0	100.0

# Clear the Track

By HARRY HILLMAN

Mr. Hillman has been coach of track and field and football trainer at Dartmouth College for 22 years. He was on the 1904 (held in St. Louis), 1906 (Athens), and 1908 (London) American Olympic teams; won three Olympic championships (400m. run, 200m. hurdles, 400m. hurdles); served on the Olympic coaching staff, 1924, 1928; secretary-treasurer, Association of College Track Coaches of America; one of its founding members. Mr. Hillman has consented to answer, through *SCHOLASTIC COACH*, questions on any phase of track and field, and of football training, put to him by *SCHOLASTIC COACH* readers. Address Mr. Hillman at Dartmouth College, Hanover, N. H.

**T**HE training and conditioning of track and field athletes, especially schoolboy athletes, is far more important than the coaching. It takes considerable study to know just how much training a young boy can stand. I think the high school coach has a very difficult task, for the reason that he has a younger group to contend with. These boys are not matured and a coach can make or break such a boy.

Too strenuous competition, too many events, or too many meets, has a harmful effect, so much so that many schoolboy stars matriculating in the colleges have not fulfilled the hopes held for them. A college track and field coach can in short order find out the future prospects of these schoolboy athletes by learning just how much strenuous competition the boy has had. True, some of the boys survive this early hard competition, but they are very few.

Experience and common sense are of great help in determining any coach's policy. A new or inexperienced coach can do a great deal of damage in one season unless he endeavors to undertrain, rather than overtrain his charges. College coaches can often rate a school coach by the material he sends to the colleges. If this material consists of young chaps with a pretty good knowledge of athletics, having plenty of vitality and with a great deal of interest in their specialties, we know the coach sending this type of boy to college understands his work and responsibility and is to be congratulated. At college, too, an athlete can be overworked and suffers accordingly, but the schoolboy athlete can be more readily ruined than the college athlete.

For example: In my days as a competing athlete I had occasion to train in the afternoons at an armory in Brooklyn, New York. Almost daily a group of high school boys would be going through their training stunts. There happened to be a very promising relay team from a local school training in this gathering. This team had won innumerable races and relay championships and the season previously had won the national interscholastic

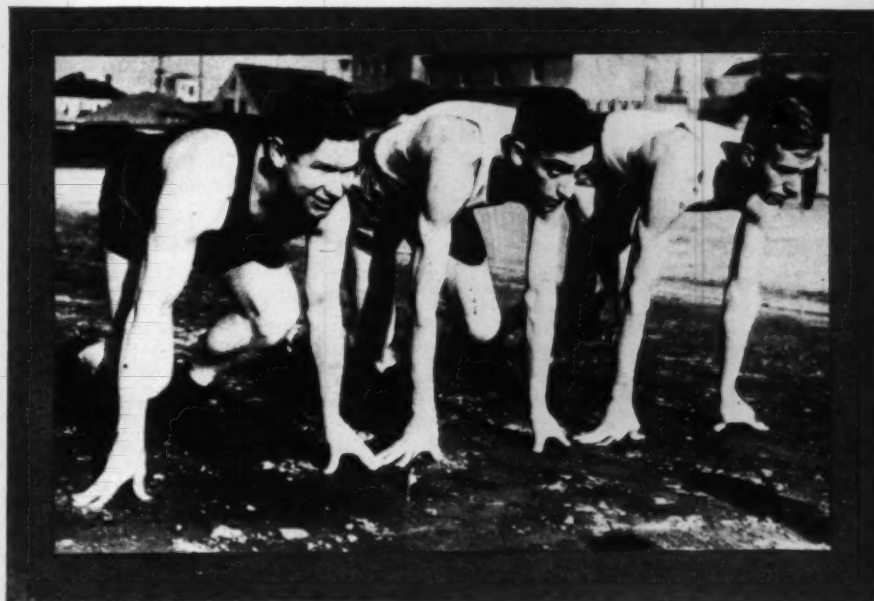


ILLUSTRATION A

PADDOCK, SIMPSON, DYER

relay championship. For several weeks I watched these boys work out and to my amazement noticed that every day the boys reported, which was about five days each week, their coach would end up the day's work with a quarter-mile trial. This happened day in and day out. Finally I questioned one of the boys and asked him if it was the custom to run these races every day and he told me it was. I asked him if he felt tired from running so many trials and he told me he did, but in order to have a good relay team he thought they needed this strenuous work. Finally one day I spoke to the coach, and asked him if he did not think he was giving these boys too much work, and he told me he did not think so, as they thrived on hard work. He also told me that as I had had many years of running and training I did not need the work the schoolboys needed.

As a matter of curiosity I followed the careers of these four boys, all of whom went to colleges, and not one of them made good in college athletics. One of these boys just barely managed to win a letter, while the others quit the game, having failed to live up to expectations.

**I** HAVE been speaking of the runners, but with the field athletes a coach can take more liberties, but even with them, underworking rather than overworking will bring better results. A gradual building-up method will eventually show far better results than the quick, strenuous effort.

By studying the individual, finding out his outside duties, the amount of sleep he obtains, and his other habits, a coach will become familiar with his pupils and

be better able to decide the amount of work each individual can stand, always bearing in mind that high school boys, for the sake of future health, ought not to be rushed into what his coach imagines to be the boy's peak in athletics. The careful and considerate high school coach knows that 16, 17, 18, and 19-year-old boys are rarely ever ready for the peak in track at that age.

Take sprinting: the fundamentals of form should be stressed. It might be interesting to note that the more successful sprinters have superb arm action. The conventional start is usually taught to a beginner and as he progresses in his work it may be advisable to shift his stance somewhat. A boy should be made to feel secure on his mark, and not in a tense position. I will not explain the start at this time, but the variations I will endeavor to explain. You will notice in Illustration A three prominent sprinters on their marks. Charlie Paddock of Los Angeles is on the left; George Simpson, formerly of Ohio State University, is in the center, and Hector Dyer of Los Angeles is on the right—three high-class sprinters. Now we will attempt to pick out any faults we might see in their stance. It may seem strange to be picking out the faults in three of America's best sprinters. But no one is quite perfect, and we are setting perfection as the standard, even though it is never attained.

Paddock has a good stance, notwithstanding he has been out of athletics for several years. Paddock in his prime was one of the best and is attempting a comeback. His arms are straight though not too strained. His fingers form a tripod and are flexible. You will notice that his



front foot is closer to the starting line than either Simpson's or Dyer's.

Simpson's arms look a bit too close together and you will notice that he prefers to start with a smaller spread than Paddock. As stated, many sprinters have different stances and undoubtedly after several years of practice they find they can get away faster from their marks by making slight changes. Simpson no doubt finds he can get away faster with



ILLUSTRATION B

SIMPSON

his legs closer together. Of the two stances I would consider Paddock's the better.

Dyer's arms look too rigid and his arms and hands rather tense, without having the flexibility of either Paddock's or Simpson's. Dyer's hands are not high enough, being rather flat and lacking power in the drive off the mark.



ILLUSTRATION C

WYKOFF

In the single photograph of Simpson leaving his mark (Illustration B), notice the first step and drive, and also the powerful thrust of Frank Wykoff (Illustration C), the Southern California speeder. Notice that Simpson's left arm is a trifle above his head, which would be

considered too high (lost motion). Otherwise his drive is perfect. Wykoff is getting a good drive from his holes. Notice his left arm is much lower than Simpson's. Wykoff's arm is a little too straight. With a slight bend in his left arm, similar to his rear arm, his form would be perfect. Both these sprinters are plunging forward at a low angle, and they will keep this position well away from their marks, using their arms to keep their balance. They could not hold this position without a good arm thrust, which they both use to advantage. Also notice their high knee action, used by the best sprinters.

**S**PRINTING is a burst of speed, while in the longer distances, as the 440- and 880-yard runs, judgment of pace is a great consideration. For 440-yard runners speed and strength are essential. Few quarter-milers have made much of a record unless they have a certain amount of speed, the more the better. This race in late years has developed into a long sprint with sufficient let-up in the middle part of the race to permit the runner to come home.

Judgment of pace in the half-mile run is almost as important as in the quarter-mile. The half-mile is a race in which the runner, to make time, must run a good quarter and then come home with a good strong second quarter. For example: Several years ago Edwards, the Negro runner, made an effort to break the intercollegiate record. In this race he ran his first quarter in 52 seconds and finished in 1:52 1/5 seconds—very tired down the last hundred yards. His pace was too fast for the first quarter. Had he done around 54 seconds for the first part of his race his chances would have been much better. Meredith, the old Pennsylvania runner who made the same time, did his first quarter in 54 4/5 seconds. Had Meredith gone 54 seconds or a fraction faster his time would undoubtedly have been faster. Edwards went too fast for his first quarter, while Meredith went a bit too slow.

Pace in all races is an important factor. Recently Gene Venzke, the new 23-year-old marvel, ran a mile in Madison Square Garden, New York, in the remarkable time of 4:11 1/5. His pace was 59 4/5 seconds for the quarter, a fraction over 2.03 for the half mile, about 3.09 for the three quarters and finished in 4:11 1/5. In the same race, Lermond of Boston did 4:12. Lermond had a driving finish and closed up a bit on Venzke near the finish, but Venzke's early pace was too much for Lermond and although it was a matter of less than one second, it was enough to win the race and establish a new world's indoor record. This pace seems almost unbelievable for a young athlete of Venzke's type and he deserves that much more credit. A week later Venzke, using



ILLUSTRATION D

VENZKE

**THE BEST MILER OF THE YEAR: THE FASTEST OF ALL TIME.** Gene Venzke, 23-year-old Pottstown, Pa., high school senior, who, on Feb. 6, broke the Joie Ray-Paavo Nurmi indoor mile record of 4:12 by four-fifths of a second; and ten days later broke his own new world's record by running the mile in 4:10, two-fifths of a second better than Nurmi's world outdoor record. Venzke's races by quarters:

	FEB. 6	FEB. 16
First quarter .....	0:59 4-5	0:61 1-5
Second quarter .....	0:63 2-5	0:65 1-5
Third quarter .....	0:66 1-5	0:64 1-5
Fourth quarter .....	0:61 4-5	0:59 2-5
	4:11 1-5	4:10

opposite tactics in pace (see table under Illustration D), broke his new 4:11 1/5 by running the mile in 4:10. Both races were run in Madison Square Garden on the new eleven-laps-to-the-mile track.

**I**N HURDLING, especially the high hurdles, the tall rangy athlete with speed makes the best timber topper. Most of the record holders have been fellows well over six feet in height and with plenty of speed. Thomson, who held the world's record of 14 2/5 seconds for the 120-yard high hurdles, weighed 195 pounds, was six feet, three inches in height. Beard, from Alabama, who recently was credited with doing 14 1/5 seconds, breaking Thomson's record, is a

(Continued on page 24)



# The Value of a State Girls' League

By ELLEN MOSBEK

*Miss Mosbek was formerly manager of the Illinois League of High School Girls' Athletic Associations.*

THE purpose of a State league of high school girls' athletic associations is to provide opportunity for all girls of high school age to participate in an activity and sports program made broader and more vital for having a State-wide appeal. Effective means whereby this can be accomplished are through point systems, play days, telegraphic tournaments, and summer camps. These phases of a program all appeal to girls of high school age and when such a program is carried on under the guidance of leaders in the physical education field who have the best interests of the girls at heart, the result can be but gratifying.

If a point system needs defense it may well be championed in the many high schools of the country where it has been sanely followed. Anything driven to excess has a harmful effect. A point system used to measure achievement is a splendid self-testing measure and a very satisfying means of motivating an activity program. It is but natural for young people to desire recognition for accomplishment. A point system which leads to a school and eventually a State award of a type purely symbolic of athletic ability satisfies this desire for recognition. The chief objection to a point system may well be the book-keeping entailed. In most schools it is possible to find girls taking the business course whose ability to keep records enables them to care for this phase of the work with facility, and who enjoy making practical application of their training.

State awards have a dual significance. They are symbols of the highest athletic honor that can come to a high school girl and they serve as a tie of friendship when girls meet at play days, camp, and even at college where as freshmen they come out for sports wearing their high school letters.

THAT play days have value, no one can doubt who has attended a well-planned and well-conducted one. The practice of meeting at games and sports to play with each other in a friendly manner, has not long been within the experience of high school girls. That it now is a reality can no longer be questioned. Play days, as they have been conducted for high school girls, have provided opportunities for life-long friendships to become established among girls from neighboring high schools. It is a movement that should help break down the feeling of antagonism between schools where such has been built up around boys' athletics.

Telegraphic tournaments lend themselves well to a high school girls' activity program. They offer opportunity for direct competition without the undesirable effects of nervous tension brought about by other forms of direct competition. The excitement of com-

peting against many other teams at the same time, none of which has an inkling as to the outcome, does not fall far short of the thrill and enjoyment of a stiffly contested match at play day. The joy that comes from having represented one's school in a tourney and having done one's very best is satisfying to every participant. The excitement remains at high pitch up to the time the announcement arrives telling the outcome.

Camp, particularly of the leadership type, is a splendid means of bringing girls together for a session of wholesome activity. It presents opportunity for imbuing the girls with ideals of happy living that no other one phase of a girls' athletic association program can provide. The opportunity for exchange of ideas, for planning and participating in activities, helps broaden the scope of experiences for the high school girls to the end that they return to their schools more tolerant in attitudes, more comprehensive in viewpoints and, as a result, better citizens.

BRIEFLY stated, the values of a State association of high school girls' athletic associations are as follows:

First: in a State program as discussed above there is opportunity for social intercourse for high school girls not otherwise possible outside of a highly intensive com-

petitive program. It is a more sane and practicable means of filling this need.

Secondly: the standards set by the State association for physical education and athletic programs for high school girls are high, yet flexible, to allow for a wide range of initiative in the local units. Such a program tends to promote standards through its progressive achievement tests for activities, and by unifying as well as broadening the local physical education programs.

Thirdly: the girls' athletic association program, and in large measure the physical education program, is carried on from year to year despite the too frequent change in instructors. The high school physical activity programs for girls have all too frequently been subjected to radical change with the advent of every new teacher of physical education.

Fourthly: the local G.A.A.'s, as contributing and receiving units of a larger working whole, thereby become laboratories for actual citizenship training.

Fifthly: a uniform system of awards makes these more desirable, hence makes the ideals for which they stand more generally practiced. And lastly: a State association has in the managerial staff a clearing house where ideas and suggestions may be exchanged.

## Miss Frymir's Column

Alice W. Frymir is Women's Editorial Director for SCHOLASTIC COACH

A new "Handbook on Winter Activities in Snow and Ice" has just recently been published by a sub-committee under the direction of the Women's Athletic Editorial Committee of the American Physical Education Association, in the series of handbooks and guides on various forms of athletics and sports. This booklet (No. 124R) includes revised rules for ice hockey, articles on methods of conducting group work in skiing, skating, and snowshoeing, as well as programs for outing clubs, snow carnivals, etc. An attempt is being made to make the present men's rules for ice hockey suitable for use with girls' and women's groups. Suggestions in regard to these rules are urgently solicited by the Committee on Winter Activities. Such communications should be addressed to the chairman of the committee, Miss Harriet Brown, Skidmore College, Saratoga Springs, New York.

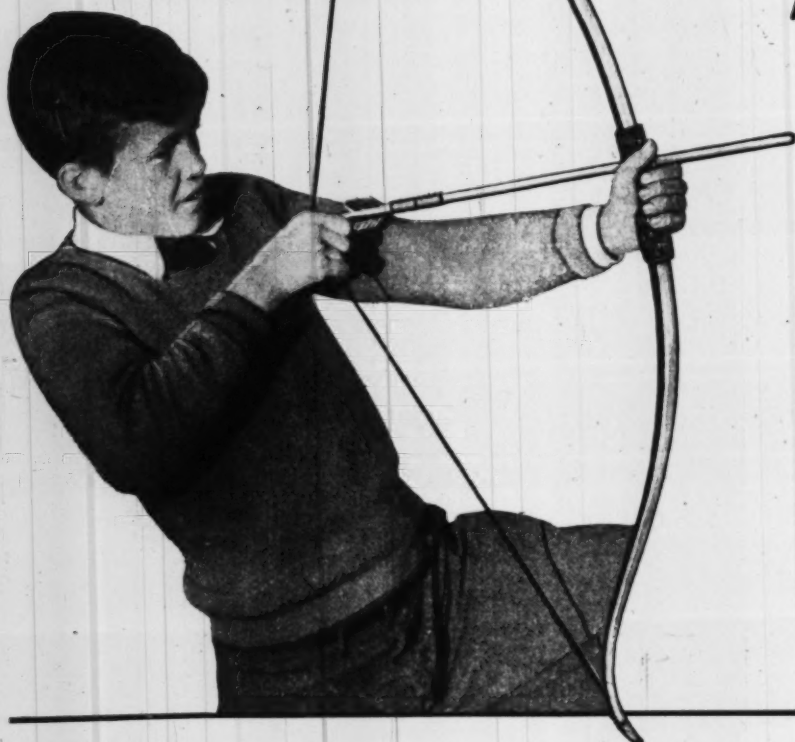
A national organization, the United States Women's Lacrosse Association, was formed last fall, and since then divisions have been organized in several cities—Boston, New York, Philadelphia and at Wellesley and Bryn Mawr. A team of English girls is coming to America for an exhibition tour in April.

The result of the official referendum submitted to the schools of Ohio in December in regard to the Women's Advisory Council for Girls' Athletics by the Ohio State High School Athletic Association committee fol-

lows: Do you favor the general idea of a women's advisory council for girls' athletics?—passed by a vote of 470 to 191. The amendment which was voted upon and passed was: "The council shall be made up of six women engaged in the supervision or coaching of girls' athletics in the high schools of the State, one from each district, three representing "A" schools and three "B" schools, and they shall be nominated and elected for the same terms and in the same manner as members of the State Board of Control. This council shall meet at least once a year with the State Board of Control at the expense of the Association to act in an advisory capacity in all matters pertaining to girls' athletics."

A fine intramural program of athletics for girls is being carried on at the Hazelton High School, Pennsylvania. This program is conducted in regular physical education class periods. Twenty-nine teams of volleyball and thirty-six teams of basketball have been formed within the classes to play off a schedule of games. In many of the nearby cities the old varsity system is still in effect. In one city a schedule of eighteen games in basketball had been arranged for the season. In Hazelton all the girls were sharing in the benefits of competition while in the other cities all the time and concentration was placed on a few girls in order to have a winning team. Miss Helen Will of the Hazelton High School is to be congratulated for her broad program of activities for girls.

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Read about the Goodrich Wampum Card offer at the right. And note the big prizes that will be offered to winners of the Goodrich Archery Contest. There is a fine chance for some boy or girl in your spring archery class to win one of these valuable prizes. The contest ends August 31st. The more practice, the better chance to win.

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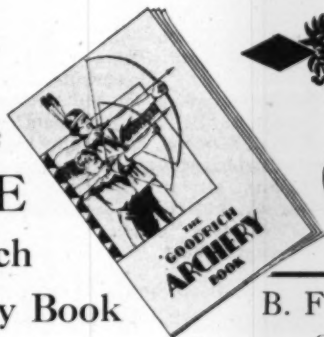
In exchange for the WAMPUM CARD and \$2.00, Goodrich will send a 5-ft. Indian Reflex Bow, made of seasoned white ash, and five metal-tipped, 26-inch birch arrows.

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# The Free Dance

By MARY JO SHELLY

ON THIS PAGE last month, in an attempted outline of some changes at work in the dance in education, the term *free dance* occurred as distinguished from folk, social, and tap dance in the general category of rhythmic. Free dance is better seen than read about; and its discussion is additionally dangerous because the subject of dance engages such intense personal loyalties, although much of current controversy is irrelevant to education. That perennial quarrel between classicists and moderns must be dismissed with the single comment that the ballet, however great, has never belonged in the educational situation. The school lacks time for its prolonged technical preparation; more particularly, ballet violates the creative principle of modern education because it belongs essentially to an outmoded social milieu, and because the static character of its movement violates natural laws. Expressive timeliness lies at the root of all art which, however much it may enrich the future, in each period seeks its own forms. We cherish Greek architecture but we build skyscrapers. Progress depends upon this double attitude—sensitive appreciation of the past, and sincere exploration of the present.

Ballet and aesthetic or classical dance, both still extant in certain schools, must feel the common-sense impact of a free dance which derives its principles from the sciences defining human movement and human creative impulses. In a scientific age, tested facts are the strongest evidence for determining curriculum content. Fortunately in this case kinesiological and psychological criteria support the aesthetic canons governing an art like dance. Free dance—whether it be called natural, educational, interpretive, creative, or what not—aims at a direct and functional approach in agreement with the aims of all modern education.

THE three components of free dance are: (1) a vocabulary of movement; (2) a supporting accompaniment; (3) an expressive purpose. With these tools, dance forms having the attributes of all form, namely unity, variety, and climax, are constructed. Free dance requires the same motor equipment as does any natural motor activity—flexible strength, balanced agility, and rhythmic control.

(1) The vocabulary of movement includes: locomotor movements such as walk, run, leap, slide, hop, gallop, skip; traditional dance steps such as waltz, polka, mazurka; and axial movements common to everyday experience such as push, pull, fall, rise, thrust, evade, lift, strike, turn.

These three classes of movements are executed in agreement with principles derived from mechanical laws inherent in human structure. The principle of centered balance fixes the center of movement at the center of bodily balance; thus movement is initiated in the torso. The principle of follow-through demands freedom from localized strain; thus initiated movement swings, whips, or flows by its own momentum through head, arms, and legs. The principle of tension-release regulates the generation and application of force with which to move, and is based on the coiled-spring action of muscles; thus movement has a phase of poised readiness, a phase of preparatory tension, of maximum tension, followed by release and return to readiness. This cycle may be barely apparent, as in a walk; or well defined, as in a leap.

Movement takes place on a dynamic scale of applied force from strong to weak: if very forceful, it resembles a series of sharp strokes; if moderate, a swinging pendulum; if prolonged and slow, a sustained vibration. Likewise the range varies on a dimension scale from large to small. Direction in movement follows lines, curves, or angles, described forward, backward, sideward, or obliquely. For example, one may make a large, strong movement tracing a backward curve. Combinations of dynamics, dimension, and direction are of countless variety.

All dances have a track or floor pattern drawn by the feet; and a series of planes and arcs drawn by the lines assumed by the body as a whole. These make up space-design in a dance.

(2) Accompaniment may be either set music, suitably selected; or accompaniment improvised on a piano or on percussion instruments like drums, the latter playable by everyone. The basic principle of free dance accompaniment is that it supports movement; therefore much set music is too complex to dance. Both unimportant and too important music are to be avoided. Dance has in its time done serious violence to great music. Sound accompaniment upon percussion instruments like drums, gongs, and gourds, offers a promising as well as practical new field for exploration. Having little or no melody and harmony, the rhythmic element indispensable to dancing, stands out. It lends itself admirably to elementary rhythmic training as well as to advanced composition. With the use of percussion accompaniment, freedom from many of the necessary restrictions of set music is gained. An accompanist able to improvise is a rarity of great value in the same direction.

(3) Expressive purpose is the focus of free dance. It motivates selection and treatment of movement and accompaniment, and provides the creative touchstone if only it grows out of the dancing group. Expressive purpose is dramatic if it tells a story or conveys a definite idea; or lyrical if it projects simply mood without idea. The term itself signifies a desire to give meaningful form to thought or feeling expressible through movement. Not all thought and feeling is best expressed so, some is definitely unsuitable. Choice as well as freedom needs to be exercised in guiding creative composition.

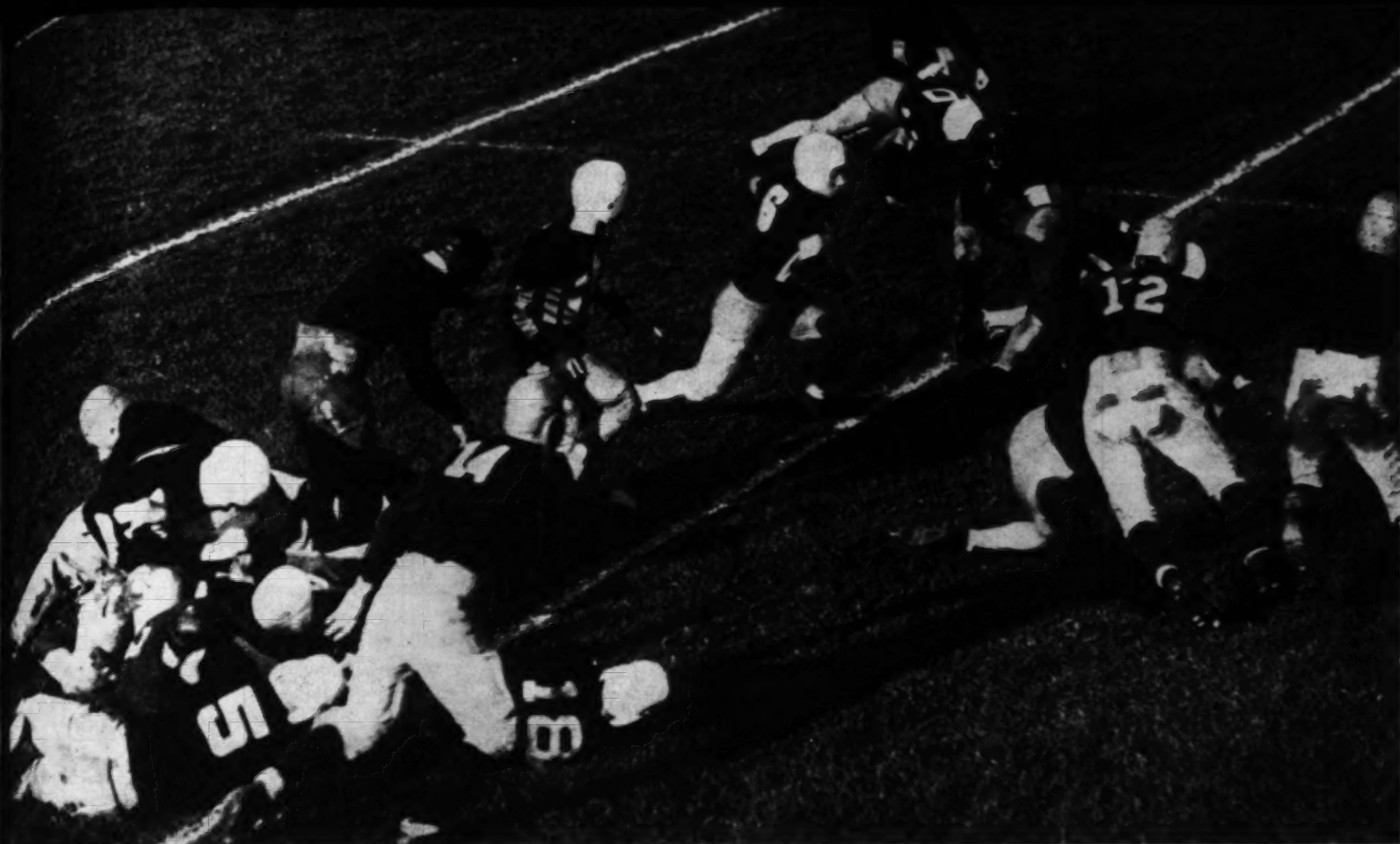
TYPE problems in free dance composition using the foregoing tools can be merely skeletonized here. Fundamental preparation for these undertakings is assumed. The teacher, not the student, employs the foregoing analysis in her leadership of the group. While she may present already developed dances if she chooses, this theory frees her from the necessity of offering only second-hand forms to be copied by persons in whom they can seldom stimulate expressive interest. Interest in dancing, as in any educational activity, comes from finding one's own problems and willingly acquiring the tools of solution.

**PROBLEM I.** Nine dancers. Two-part dance form (AA, BB). Expressive purpose: simple lyrical theme—a gay mood. Movement: locomotor—runs, slides, skips; axial—lifts, turns. Accompaniment: set music—Schubert Ecosse, two-four time, quick tempo. Space-design: track—one large circle (AA) breaking up into three small ones (BB). Dynamics: moderate. Dimensions: medium. Unity through repetition of steps and figures; variety through differences in same; climax following climax in music, probably in Part B.

**PROBLEM II.** Two large groups. Three-part dance form (A, B, A). Expressive purpose: dramatic theme—combat, with bright strong color. Movement: locomotor—runs, leaps; axial—push, pull, fall, rise, strike, evade, turn. Accompaniment: improvised—drums, four-four time, slow accented tempo. Space-design: track—lines, angles. Dynamics: strong. Dimensions: large. Unity, variety, and climax provided by working out of dramatic action theme, supported by accompaniment.

This discussion suffers from the inevitable effects of crowding complicated subject matter into a small space. A subsequent detailed consideration of the problem in the secondary school may help to clarify matters. Meanwhile the editor will welcome questions or contradictions.

Miss Shelly's promised list of readings on the dance appears on page 32.



"WHAT SORT OF A SYSTEM OUGHT I TO USE ON OFFENSE AND ON DEFENSE?" IS MR. DORAIS' TOPIC QUESTION IN THE FOLLOWING ARTICLE BY WHICH WE ARE REMINDED THAT THE 1932 FOOTBALL SEASON IS NOT SO REMOTE AS IT SEEMS. OUR UNSOLICITED AND PARTIAL ANSWER TO THE QUESTION IS THAT THE BEST SYSTEM TO USE ON OFFENSE IS UNDENIABLY ONE WHICH HAS, AS IN THE ABOVE PHOTOGRAPH, MADE LIFE SO EASY FOR THE BALL CARRIER.

## FOOTBALL FOR THE COACH

By CHARLES E. DORAIS

*Mr. Dorais is director of athletics and football coach of the University of Detroit.*

**T**HIS series of articles is presented to the coach of football in the hope that it may prove useful as a "limbering up" vehicle in preparation for the football season. The writer does not pretend to have anything new, startling, or revolutionary to offer. He does believe, however, that an orderly, logical presentation of football ideas of proven merit has value for any coach. It acts as a stimulus to football thought—a review of his own ideas and a reminder of things long known, but, perhaps, forgotten.

I propose to cover football from the viewpoint of the coach—to emphasize matters which I consider of most vital concern and to generalize on matters not so important.

Our first consideration as a coach should be "What sort of a system ought I to use on offense and on defense?"

Much has been said and written on this very vital question, but my own personal viewpoint can be stated very briefly. It will, of course, depend very largely on the kind of a coaching assignment I have. If I have a school that provides me with a large squad of candidates, permits time for a lecture a day, and allows a spring practice of five weeks or more, I

believe I can use any kind of a system I care to and get results. If, on the other hand, my squad is small and there is no spring practice, I would use the simplest and most easily learned system of offense I could find. According to my notion, the best offensive formation for the majority of high schools is the single wing-back or the short punt formation. If my material is green, rather heavy, and has signs of being able to develop power, I would use the single wing-back. If they are "football-wise" to a certain extent, not so heavy as the average, then I would have to promote more versatility and deception to make up for the lack of power. Hence, in this case, I believe the short punt would be better.

The point I want to make in the selection of an offense is that, although I coach the shift myself, I think that as a general rule it is too complicated an offense to teach where time is limited and material to fit the scheme is not plentiful enough.

Where the material is green or limited, it is much better to fit the system to the boys. To my mind, the set style of offense fits itself to the greater number of squads far more readily than the shifting style.

The planning of the defensive style to be used should, also, depend largely on the personnel available.

**I**N LINE play we have, to all practical purposes, two set-ups. We can use a seven- or six-man line. Under given circumstances, of course, some coaches have used five- and also eight-man lines, but these are for the exceptional.

In deciding whether to use a six- or seven-man line defense, the first consideration should be as to the type of linemen available.

The six-man line, generally speaking, calls for low-charging, hard-driving men. Usually, they are instructed to drive in blindly, make piles, and allow the backs to do the tackling as the opposing ball-carrier picks his way through the heaps.

The seven-man line, to my mind, requires a more intelligent style of play. The lineman here does not play in a groove, but mixes up his defensive stunts. He is asked to get at the man with the ball and to make a good many of the tackles.

It would be a mistake, then, to take a green, clumsy, heavy lineman and to try to make of him an alert, nifty-footed defensive unit to fit into a seven-man line. On the other hand, a lighter, more



clever man, depending on agility and speed, would be sadly out of place burying himself on every play in a six-man line.

In general, then, in making a decision as to the six- or seven-man line, if the boys are heavy and powerful, they fit a six-man line better; and if they are lighter, quicker and more clever, the seven-man line is the more appropriate.

In placing the backs behind a seven-man line, the chief consideration is the other team. If they stress a strong running attack or lateral passes, I would place my backs in a 2-2, or box formation. If the other team's chief threat is forward passing, I would use a 1-2-1, or diamond formation.

Behind the six-man line, however, the possibilities of placing the backs intelligently are more numerous.

If the line is above the average in defensive ability, I think the 2-2-1 is the strongest backfield formation on defense. If the line is merely average and the opponents have a strong running attack, the 3-2 set-up is very effective, although a trifle weak against the forward pass. Against a strong passing team I have used a 2-3 and a 2-1-2 formation very effectively.

Your decision necessarily must depend on the analysis of your own line's defensive strength and the knowledge you have of the rival team's offensive ability, particularly in what phases of offense they excel.

**TO SUMMARIZE** the foregoing briefly, if I were to coach a team and had to work generally with green material and held no spring practice, I would use a set formation, emphasize fundamentals strongly, and on defense would use a six-man line, with the backfield formation depending on the opponent's strength.

With more experienced material, lighter men, and more time for preparing a team, I would strongly favor the shift style of offense because, to my mind, it has more possibilities for blending power and deception into a more versatile and effective attack. Under these conditions, then, I would use also a seven-man line with the backs playing box or diamond, depending on the opponent's strength.

After the coach has decided on his offensive and defensive system, his next consideration should be the planning of his season.

In planning the season, serious thought should be given to (a) the schedule; (b) practice before the first game; (c) regular practice; (d) placing of men; (e) preparation for the game on game-day.

The ideal schedule should begin with two or three early games that are unimportant, but which bring the team along to a mid-season climax. These should be followed by another series of games

which should bring the team up to the last game. This last game should provide the climax of the season. Such a schedule would have the team at its top form twice during the season; and most coaches believe that a team cannot play super-football oftener.

This ideal schedule is impossible for most coaches in this day of heavy schedules. I do believe, however, that it is very important that the team is not put to a severe test before the third game. The first two opponents should be scheduled with the purpose in mind that they will give your team game practice and experience. In these games you should be able to get a line on your players, as it is a known fact that when the games come, some players rise to the occasion and others, who looked good in practice, fall by the wayside. These two games should also accustom your men to playing with each other and provide for adjustments on offense and defense. Lastly, these games are required to permit you to do necessary experimentation with plays and formations.

After three important games, the team is ready for "a breather" and an open date or a game with an easy team is a very wise move here. That would leave, in the normal schedule of eight games, one more strong opponent to prepare the team for its big rival, which should always, if possible, be the last game. This natural rival for the last game is a logical climax. The tradition and excitement incident to the game will usually put the team at its peak.

Early practice before the first game should be so planned by the coach as to build up wind and endurance, to develop coördination, to harden muscles for the task ahead, to acquire technique in football stunts or fundamentals and to prepare the squad for scrimmage.

**I**N BUILDING up wind and endurance the practice should include a great deal of running. Running around a track is a monotonous duty in which the boys lose interest. It is best to force a good deal of running early, by having the squad divided into suitably sized groups, running down under passes, and under punts. These groups can later be made larger and much running can be done by playing touch-football and a form of soccer, such as speedball, in which the ball is passed instead of kicked. A few standard plays should be put on early, because the squad gets lots of running and finds interesting practice in running through these basic plays in the early season. In these first few weeks, too, winding up the workouts with sprints of about 20 yards is one of the finest ways to develop wind.

In early development of coördination, I find that calisthenics and grass drills are useful. Catching passes improves coördination, too, and the backs should

get a lot of work on balance by running through men or posts.

To harden and accustom muscles to knocks and bumps, grass drills, particularly with the hands clasped behind the back, work wonderfully. Diving forward on the belly from a crouched position is one of the best early season hardeners and will greatly help a team which is "ground shy". Blocking and tackling are great muscle hardeners, but during the first week only the dummy should be employed.

During this early season practice a good deal of time should be spent on acquiring detail in fundamentals. Under this heading come stance, blocking, tackling, kicking, passing, running, charging, starting, and handling the ball.

A later article (April issue) will deal exclusively with fundamentals and the theory and practice drills devoted to acquiring fundamental technique.

Although line scrimmage, blocking, tackling, charging and handling the ball are indulged in from the first day, I do not believe a squad should be scrimmaged until they have been worked for at least a week.

In the regular practice, after the men are conditioned, the offense should not be developed too fast. Two plays a day, well gone over (first walking through them, then running through them in dummy scrimmage), make a good assignment for the average squad.

After the first game, individual instruction must not be discarded. Individual work must be carried on through the season with the coach continually checking up on the individual and his ability to carry out his particular duties.

Group work according to position should also be carried on daily throughout the season.

**T**HE NEXT step, then, is to group, each day, linemen and backs as separate units and after the first week to bring them together and work them daily as a team. The work for the team, now, should stress coördination and timing on offense and defense, and should include scrimmage at least twice a week against different defensive formations. The amount of scrimmage should depend on the experience the team has had in game competition. Nothing can take the place of a great deal of scrimmage for a green team.

After mid-season, I believe it is good practice to scrimmage the first eleven very little and to devote most of the scrimmage time to those not on the first team.

In general, then, the first object of the coach should be to get the men physically fit for football during the first week. After that, daily drills in which individuals, groups, line and backfield units, and then teams each get their share of

(Continued on page 27)



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# School Archery Indoors

By PHILLIP ROUNSEVELLE

I AM partial to indoor archery, partly because most all of my teaching has been indoors, and partly because so much more shooting can be done in the same length of time. Each person has a chance for about double the number of arrows as when shooting outside. There are many city schools which have no facilities for outdoor archery and could enjoy an indoor range with complete satisfaction, as these ranges can be erected in places about the building which are not suitable for any other purposes.

School archery today is falling short of one desirable end—participation by both sexes. So far, it is almost entirely practiced by women and girls, with a few notable and successful exceptions. The boys hesitate to shoot when the targets are outdoors and they can be seen by everyone, but when the shooting is inside, they need no persuasion to try it. That's all they need, because archery is so interesting that almost everyone who begins it will keep it up, if given the proper instruction from the beginning so that he can hit the target with consistency and success.

## SELECTING THE RANGE

There are few schools that I have visited that do not have some suitable location for an archery range, and to give you some hints as to possibilities in your own building, I am going to tell you about some of the locations that I have seen in use recently.

Stout Institute at Menomonie, Wisconsin, got permission to use the cafeteria during certain hours of the day, and with a Celotex wallboard backstop, made a successful archery range. Needless to say, the wallboard backstop must be well made and ample in size. This will be discussed later.

Drake University at Des Moines, Iowa, is using a balcony in the gymnasium, with a straw bale backstop against a brick wall. This balcony is ample in size for fifteen to twenty archers at one time, and occupies space that would otherwise be entirely wasted.

Mr. McMillan, principal of North High School in Omaha, Nebraska, found a most satisfactory archery range in an excavation under the front steps of the building. This has a dirt floor, which is most desirable, as no damage can occur to the arrows.

Miss Patten of Central College, Fayette, Missouri, and her enthusiastic head of archery, Miss Helen Snapp, finally discovered two little-used rooms in the basement of the girls' dormitory, and succeeded in persuading the president to have the intervening wall removed, giving

them an excellent range of almost forty yards, with ideal lighting conditions.

## THE BACKSTOP

The question of a backstop is one that must be answered by conditions. Probably the cheapest and most satisfactory is the one of straw bales. This is rather limited in use as it can be used only in a position where it can be built up against a brick wall, or a specially made rack. The straw bales are piled one on another to the height of four or five bales and the length of three bales. Wet newspapers are crumpled up and pounded tightly into chinks between the bales. A large piece of burlap is obtained from the nearest wallpaper store and the entire face (and the ends if exposed) of the backstop are covered with this green material, which must be drawn tight and smooth. This prevents a litter on the floor and makes an excellent background for the target faces, which are sewn or pinned to the burlap. In the long run, this is the cheapest of all archery butts, as it will last for several years, with seasonal renewings of the burlap face. There is no expense for targets, which is another most desirable feature. The drawbacks to a butt of this kind are three: The fire hazard, lack of portability, and rats and mice. To prevent the latter, rat corn or other suitable poison, such as red squill, may be scattered in with the bales while the backstop is being built.

## STRAW PAD BACKSTOP

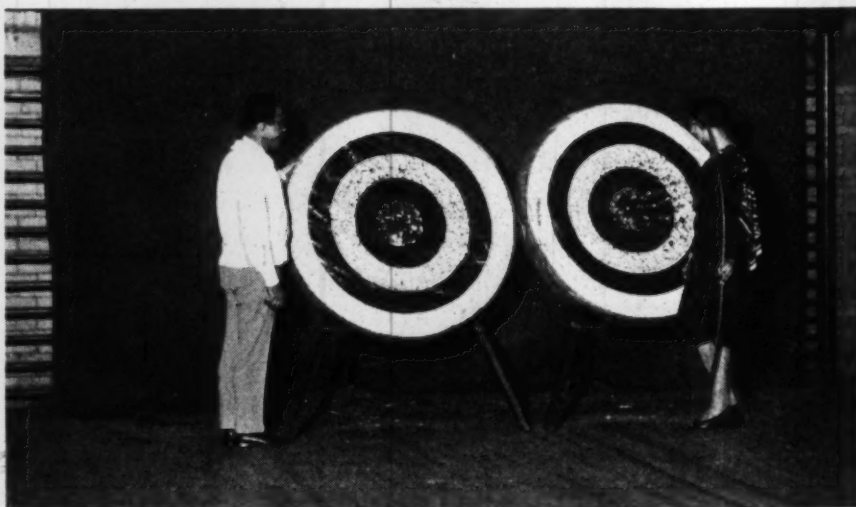
There has recently been put on the market a straw pad of compressed rye straw, quilted just like the new com-

pressed targets. Each pad is four feet square and about six inches thick. From four to twelve of these will make a suitable backstop. (Four pads high and four wide is the best size.) The cost is about five dollars per pad, but the advantages are numerous, including the semi-portable nature of such an arrangement, which may be placed on a rack with wheels or casters, and drawn out in the center of the gymnasium while in use. Ordinary targets are used with this backstop.

## WALLBOARD BACKSTOP

This is the first indoor archery backstop with which I had any experience. The best wallboard for the purpose is one of the soft variety, such as Celotex or similar brands. It comes in panels four feet wide and of various lengths. Nothing less than nine feet should be used, and if space permits, the ten-foot panel is the best. A 1-in. x 3-in. pine strip is nailed around all four edges of three or four panels. These panels are then hinged together with any suitable kind of hinges, so that they will stand up without support, like an ordinary hinged fire screen. This is stood up at one end of the room, and the target placed on regular stands on an old rug in front of the backstop. The rug prevents damage to the floor and prevents the target legs from slipping.

With the wallboard backstop, it is preferable to use a large target, not less than 36 inches, and preferably the 48-inch regulation size. The reason for this is that the wallboard will not stand a great deal of punishment in one spot: in



Felt curtain backstop used in indoor instruction at Kendall College in Chicago. The curtain is suspended from radiators in front of the stall bars, and the targets stand on easels well in front of the backstop. Miss Ethel Sanders, at the right, now of La Salle High School, has just put six arrows in the gold at twenty yards.

(From "Archery Simplified", A. S. Barnes Company)

fact, when it shows evidence of getting a number of holes in any one place, it is best to turn it over, and glue a thickness of wallboard on the worn spot before arrows begin to leak through.

This backstop is not suitable for bows weighing over thirty pounds, but as most school equipment should be lighter than this, it is quite satisfactory for such use. Where the two previous backstops may be shot at with any kind of arrow point, the parallel point is the only satisfactory kind to use with the wallboard backstop.

#### FELT CURTAIN BACKSTOP

For adaptability and portability, the felt curtain is the most satisfactory of all backstops. I carry one of these with me in my car while on my instruction tours, and only once have I failed to find a place where it could not be hung satisfactorily. At Battle Creek College we shot in the beautiful new recreation room, and a special rack had to be made to hold up the felt curtain, as it was not possible to hang it from screw eyes or other portions of this room. However, in every other gymnasium, basement room, auditorium or other places where I have instructed, there are usually ladders or pipes to which the rope could be tied.

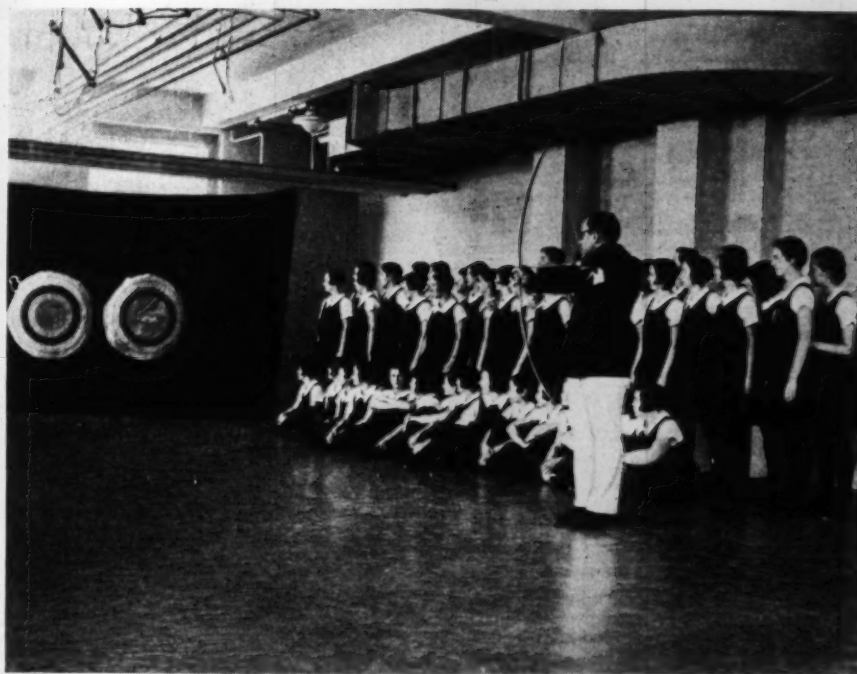
This felt curtain is 9 ft x 15 ft., and  $\frac{3}{8}$ -in. thick. The price of the plain curtain is thirty dollars, and two dollars and fifty cents extra if a rope is bound along one edge for hanging. The plain curtain is usually nailed to a pole of some kind and rolled on it when not in use, like the back-drop in a theater.

After many months of use this backstop may develop a soft spot or two just above or below the target, but this is easily repaired with a small extra piece of felt that can be sewn over the weak portion, and will make it even stronger than when it was new. Bullet-pointed arrows must not be used with this backstop.

It is better to have the target at least three feet away from the face of this backstop. If the target were hung directly against it, arrows that went through the back of the target would hit the felt and soon punch a hole in it. It is advisable to shift the target slightly from time to time, so that the arrows which miss the target do not always hit the same portion of the felt curtain. With any reasonable care, a felt curtain of this kind should last several seasons, and at the end of that time should still have enough good felt in it so that it can be remade by adding a little new material.

#### EQUIPMENT

In general, equipment for indoor shooting is practically the same as for outdoor use. Only three things are needed—bows, arrows and shooting tabs. With proper technique, arm guards can be eliminated. Boys use their hip pockets for a quiver, and girls can make a simple ground quiver with a mailing tube, mounted on a small block.



Mr. Rounseville demonstrating before one of his classes at Cortland Normal School, Cortland, New York. The targets and felt curtain backstop are hung from steam pipes in a seldom-used room. A typical example of utilization of space

(From "Archery Simplified", A. S. Barnes Company)

The proper selection of bows for indoor use is of considerable importance, and purchasers should be sure to see that bows have the new flat cross-section; in other words, that they are much wider than they are thick. The old Roman-arch cross-section bow was almost as thick as it was wide, and caused much breakage, especially during the winter when bows are apt to dry out. With the new construction no special care needs to be given to the weapons, as they very seldom break under any circumstances. The boys' bows should not run over thirty pounds and the bows for high school girls should have twenty-two pounds as a maximum, with quite a number of sixteen to twenty-pound weights for beginners. This is ample for all distances up to forty yards.

For indoor archery and outside shooting as well nothing is superior to the footed arrow. The "footing" is a reinforcement of hard and usually darker wood, spliced into the point end of the pine arrow shaft. This hard wood reinforces the arrow at its weakest point, just behind the head, and prevents breakage there. The better grade of footed arrows are also matched in stiffness and diameter, which means that every arrow of a set will fly the same as its fellows. Unmatched arrows will not do this, and consequently cut down the scores.

The so-called parallel point is by far the most satisfactory, because it is less destructive to target faces, targets and backstops. It is better to buy these footed arrows in sets of seven, which allows the archer six, with one spare in case of accident.

For those who feel that they cannot afford the more expensive and more durable footed arrows, which cost about \$5.60 for a set of seven, there are self arrows on the market sold as low as \$4.00 per dozen. A self arrow is made of one piece of wood, usually Port Orford cedar, and while it is reasonably accurate, it is not as accurate as the footed arrow, nor is it by any means so durable.

I have never permitted my students to shoot without some suitable finger protection, and the shooting tab is the most satisfactory of all. These can be secured in genuine shell cordovan leather for only \$4.00 per dozen. They protect the end of the drawing fingers from the abrasion of the bowstring. Without this protection, the fingers become very sore, the archer begins to flinch, and thereafter good shooting is impossible.

It is possible to shoot at varying distances indoors, and, by proportioning your target size to the distance, to compare your indoor shooting with your outdoor scores, but I have found it, in general, more satisfactory to do all indoor shooting at one distance, which should be somewhere between eighteen and thirty yards. For the eighteen-yard distance, a 24-inch target is satisfactory, while the 36-inch size can be used at thirty yards. As a rule, thirty-six arrows are shot, and the best score I have ever seen made is 308 out of a possible 324. A good average score is about 200, but before the end of the season, about one-half the class should make at least 250.

(Editor's Note: Mr. Rounseville has volunteered to give our readers any required information or advice on installing ranges, without charge. He may be reached at Greenwood House, Hazel Crest, Illinois.)



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**Clear the Track**

By **HARRY HILLMAN**

(Continued from page 14)

rangy type well over six feet and pretty well set up. Kelly, Murray, Simpson, Garrels, Shaw, Collier, Record, and Keller were all rangy boys and over six feet tall, with the possible exception of Keller. Wells was five feet, eleven inches in height, smaller than the average good man, but he had an exceptional leg split that made him the equal of a hurdler several inches taller.

To explain hurdling in detail would take considerable space, but I will explain the main points and then suggest to the reader that he obtain a set of Spalding's new paper-bound series on athletics, and make a study of the action photographs of prominent hurdlers. I know of no books that are so complete and even an experienced coach can gain plenty of information from these inexpensive volumes.

Arm action, body bend, the step-over rather than the straight leg action, flexible hip motion and speed are the important factors. The arm action should be such that when a hurdler is throwing his right leg over the hurdle his left arm should extend out in front, with his right arm a bit to the rear and closer to his right side. Note the photograph of Earl Thomson, former record holder (Illustration E).

The step-over is better explained as taking a stride in sprinting; that is, the hurdler must always keep in mind that he should not float in the air, and with the step-over method this is hardly possible. The hurdler in taking off should have in mind that he is not jumping the hurdle, but just stepping over it with a front bent knee action, similar to a person walking upstairs. The idea is to get on the ground on the other side of the hurdle just as fast as possible. A step-over hurdler will beat a straight-leg hurdler a foot over each hurdle. Notice Thomson's photograph (Illustration E), showing arm action and the step-over form. In this photograph he has already completed the step and is now on the way down. The front leg is in its straightest position. The left arm is well in front of the hurdler, which affords balance and prevents the body twist so common with inexperienced hurdlers.

You will notice a photograph of Leroy Brown, a former intercollegiate record holder in the indoor and outdoor high jump (Illustration F). Brown used a fast run, high front and rear leg drive and plenty of power. He was a driving jumper as you will note in the photograph, showing the dust rising from the drive he obtained in his take-off. Brown did six feet, six inches in competition.

The recent jump of Spitz when he did six feet, eight and one-half inches was most remarkable. On a board take-off,

with none too good lighting facilities, this jump is the highest of any human being. Spitz's form is similar to Brown's, with the exception that he jumps from the other side, and in both instances their form is what we call the straight style jump. This jump is absolutely a real legitimate jump and does not offer the criticism of the rolling type, where it is always a question of whether the jumper is jumping or diving.



ILLUSTRATION E

THOMSON

Pole vaulting has improved tremendously in the last five or six years; or better still, we can date the improvement back to the time Hoff, the Swedish vaulter, came over to this country. Hoff revolutionized vaulting inasmuch as he used a faster run, took a higher hold



ILLUSTRATION F

BROWN

and with a powerful giant swing went up around fourteen feet and it is the writer's opinion that had he remained in competition, there is no doubt but that he would have cleared over 14 feet, 6 inches.

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Type 3—Tickets for single programs; prices vary from \$1 to \$3. Reservations for tickets: Olympic Games Committee, W. M. Garland Building, Los Angeles. Reservations for seat on Scholastic Coach special train: (\$239, entire cost), Geo. W. Powers, 111 W. Washington, Chicago.

### PROGRAM BY DAYS

SATURDAY, JULY 30—Opening ceremony. Weightlifting.

SUNDAY, JULY 31—400m. hurdles, trials; high jump; shot put; 100m. dash, trials; 800m. run, trials; 10,000m. run, final; javelin (women). Weightlifting. Fencing.

MONDAY, AUG. 1—100m. dash, semi-finals; hammer throw; 100m. dash, final; 400m. hurdles, final; 100m. dash, trials and semi-finals (women); 800m. semi-finals; 3,000m. steeplechase, trials. Fencing. Wrestling. Track cycling. Field hockey.

TUESDAY, AUG. 2—110m. hurdles, trials, and semi-finals; broad jump; discus (women); 200m. dash, trials; 800m. run, final; 100m. dash, final (women); 5,000m. run, trials. Fencing. Wrestling. Track cycling. Field hockey. Pentathlon (equestrian).

WEDNESDAY, AUG. 3—50,000m. walk; 200m. run, semi-finals and final; pole vault; discus; 80m. hurdles, trials (women); 110m. hurdles, final; 1,500m. run, trials. Wrestling. Track cycling. Field hockey. Pentathlon (fencing).

THURSDAY, AUG. 4—400m. run, trials; javelin; hop, step and jump; 80m. hurdles, semi-finals and final (women); 1,500m. run, final. Fencing. Wrestling. Cycling. Field hockey. Pentathlon (shooting).

FRIDAY, AUG. 5—Decathlon (100m. broad jump, shot put, high jump, 400m. run); 400m. run, semi-finals and final; 5,000m. run, final; 400m. run, final. Fencing. Wrestling. Yachting. Field hockey. Pentathlon (swimming).

SATURDAY, AUG. 6—Decathlon (110m. hurdles, discus, pole vault, javelin, 1,500m. run); 100m. relay, trials; 100m. relay, trials (women); 3,000m. steeplechase, final; 400m. relay, trials. Fencing. Wrestling. Pentathlon (cross-country run). Yachting. Swimming. Water polo. Field hockey.

SUNDAY, AUG. 7—High jump (women); 100m. relay, semi-finals and final; 100m. relay, final (women); marathon. Demonstration of lacrosse. Fencing. Swimming. Water polo. Yachting. Wrestling.

MONDAY, AUG. 8—Gymnastics. Field hockey. Demonstration American football. Fencing. Yachting. Swimming. Diving. Water polo.

TUESDAY, AUG. 9—Gymnastics. Lacrosse. Fencing. Yachting. Rowing. Boxing. Swimming. Water polo. Diving.

WEDNESDAY, AUG. 10—Gymnastics. Fencing. Yachting. Swimming. Water Polo. Diving. Rowing. Boxing. Equestrian sports.

THURSDAY, AUG. 11—Gymnastics. Field hockey. Fencing. Swimming. Water polo. Boxing. Rowing. Equestrian sports.

FRIDAY, AUG. 12—Gymnastics. Lacrosse. Fencing. Yachting. Swimming. Diving. Water polo. Rowing. Boxing. Shooting. Equestrian sports.

SATURDAY, AUG. 13—Equestrian sports. Fencing. Swimming. Diving. Water polo. Boxing. Rowing. Shooting.

SUNDAY, AUG. 14—Equestrian sports. Closing ceremony.



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## Ready for Baseball

By HOWARD GROSSKLOSS

(Continued from page 9)

(4) Don't ever hurry a throw. This mistake is especially evident with runners loose between bases. The play should be made by running toward the man, with the ball in hand ready to throw if he should make a spurt in either direction. Always work the runner back to the base from which he came. The play should require only two throws; one to the man guarding the most advanced base and the other made by the latter to the man who is elected to tag the runner.

(5) Don't allow runners too much lead—keep them close to the base.

(6) Don't throw the ball when there isn't a chance to get the runner. This is the most frequent instigator of bad throws. A bad throw generally breeds another bad throw.

(7) Don't fail to cover up at each base after every pitched ball. This eliminates the possibility of a delayed steal.

(8) Don't attempt to catch a hard foul (outfielders) with a runner on third base. It allows a fine opportunity for the runner to score.

(9) If a catcher is engaged in catching a foul that is far from his position, the pitcher should be prompt to cover home plate. The pitcher should also be quick to cover first base on a hard hit ball that takes the first baseman out of position.

(10) Don't let down one moment during the game. To do this breeds carelessness, and carelessness causes errors (mental and mechanical), "gift" hits, and poor throws.

### MENTAL PLAY

(1) Think at all times. New situations are constantly arising with the advent of each new hitter. These are some of the questions that should arise in the defensive player's mind:

- How many outs are there?
- What is the score?
- What bases are occupied?
- What is this fellow likely to do—meaning both the man at bat and the man on base?
- What is his strength?
- What shall I do if the ball is hit to me; to the shortstop; to the second baseman; to the first baseman; to the third baseman; to the outfield?

The only effective practice I know for encouraging players to meet such situations capably is to call out the play during the infield and outfield workouts, just before the ball is hit. Have all the players take turns running the bases and have them exercise the same caution as they would in a game.

(2) Every base should be played as though it were first base. A player covering a base must keep in mind the possibilities of a bad throw. He should approach or stand over a base in such a manner that he will be able to shift either way in case of a bad

throw. In this respect the infielders should practice throwing at the letters on the shirt of the man on the receiving end of a double play. This encourages accuracy and enables the receiver to get the ball away quickly and with a single motion.

(3) The second baseman should keep in mind the possibilities of a "drag" ball, a bunt, a double-steal with a man on first and second, or second and third; and, naturally, a single-steal with a man on first. He should cover first on a bunt ball and allow the first baseman to field it if need be. He should protect his base on every pitched ball.

(4) The catcher should try to back up first on throws made from the infielders. He should call the logical person to take the infield fly. He should practice giving the pitcher a mark to throw at. He should be careful to keep his signals hidden from the opposing team but not from his own infielders. He should be quick to field a ball if it is bunted close to the plate. He should be on guard for a double-steal, a delayed steal, and a squeeze play.

(5) All infielders should play the catcher's signals and relay them to the outfielders. They should alter their position to play the hitter's strength (if they know it), but they should not alter their position with curved and straight balls. Doing this would give away the pitch.

(6) The situation in lining up for throws from the outfield:

(a) A runner being played at home on a long sacrifice fly and runners on first or second, and a runner on third. The pitcher should drop back of the catcher to field a loose ball. The first baseman should play the mid-infield in order to cut off the throw, if necessary, and make an attempt to catch one of the other runners.

(b) With runners on first and second under these same conditions, the pitcher should back up third; the shortstop should station himself between second and third; the second baseman should locate in line ten feet or so on the outfield side of the base; the third baseman should protect third base.

(c) The same lineup is used when a runner is on first and a single is hit to right field.

(d) Both shortstop and second baseman should go out to meet throws from outfielders returning long-hit balls.

(e) All infielders should practice covering up on all fly balls, when there are men on base.

(7) Pitchers should try to hide the ball during the windup.

(8) There should never be one set man to receive the ball from the catcher in the case of a runner attempting to steal second. This, obviously, leaves a hole to be counted upon for an attempted hit-and-run play.

(9) The shortstop and second baseman should have signals indicating which one is to receive the ball. It is difficult for the shortstop to play his position for a sure left-field hitter and still get over to the bag in time for a throw from the catcher.

## Football for the Coach

By CHARLES E. DORAIS

(Continued from page 20)

attention; and the time should be devised and planned according to the particular needs of that squad.

The first team should scrimmage at least twice a week until midseason. The rest of the squad should get the scrimmage from then on.

After getting the men ready for football, the biggest problem is placing them.

The most important cog on defense in the line is the center and our first task, then, is to find a good one. His importance lies in the fact that on defense he is both a lineman and a back, and consequently there must be found in him a rare combination of good qualities: mental alertness, or intelligence, strength, speed, agility, and the capacity to be a leader and an inspiration. Size does not make a great deal of difference in the selection of a center, but if there is a choice between a good big man and a good little man, the taller man would be more preferable for the reason that his height gives him an important advantage in being able to look over the defensive center's head and thus be in a position to diagnose plays, and that he is better suited for pass defense.

Our next selection of linemen, in the order of importance, is the tackle. With a good center and two good tackles, the backbone of defense on the line is made certain. Good tackles are difficult to find because of the fact that size and previous experience will not determine a good tackle. The most important quality of a tackle is courage, and this is evident because the majority of offensive plays are directed at this defensive unit. Hence, most of the tackle's value depends upon his defensive ability. His duties on offense are comparatively few and they consist ordinarily in blocking the guard in, or keeping him from breaking through and occasionally in pulling out of the line to form part of the interference. Just as the center is the "spark plug" of the entire line, the tackle, too, must be the "spark plug" of his half of the line, so that here, again, the candidate for tackle, like the candidate for center, ought to have a capacity to lead and to inspire.

The guards are usually the most inexperienced men on the line, because the general rule in shifting linemen is from the inside to the outside, i.e., from guard to tackle to end. In the selection of guards, there is to be no regard as to size and weight. In fact, smaller men are usually the better guards since speed and agility are two qualities which are required of them. Of course, if bigger men have these qualities in the same degree, then, reasonably, they are to be preferred. Because the guards are often called upon to pull out of the line and to lead the interference, it would be better

to drill them a little more on offense. At least sixty per cent of a guard's value should depend on offensive ability. This includes his ability to start and to charge fast and to follow his charge right on through.

The most experienced men on the line should be the ends, for they are guardians of the sidelines and the target of a rapidly growing number of strong end plays. Because ends must be cagy and shifty, they are sometimes made over from backs. The duties of an end are the most varied of any lineman and his tactics can be made so changeable that to be good at all he must first acquire a great deal of experience. As to size, tall

ends are the more desirable, not only because they can reach higher for forward passes and because they have a greater blocking surface, but because they are better able to stretch out for a ball-carrier going along the side.

In the backfield the most important cog is the quarterback. He is the leader, the "spark plug", the driver. The squad should be combed for the best possible candidate for this position. After he has been placed, then the rest of the backs can be filled in easily.

In general, I believe that any team with a good center, two good tackles, and a good quarterback, is well equipped to give a good account of itself.

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## Set-up for Control of Athletics

By WILBUR C. NEFF

(Continued from page 12)

individual holds an office on an athletic board, although this practice varies slightly among city schools.

Wherever athletic boards include student representatives, some qualifications are usually set up, as may be noted in Table III.

Scholarship is the only qualification which seems to be of any importance, except in city schools where class in school is considered to a great extent. In general it may be noted that city high schools have set up more qualifica-

among city schools is clearly for the principal to assume the responsibility, since 63 per cent of the schools having the individual type checked this official. The same is true almost to the same extent among exempted village schools. In the schools under county supervision the tendency is in favor of giving the work to the superintendent, although 34 per cent have the principal and 25 per cent the coach accepting this responsibility.

In the individual type the person responsible receives his office by appoint-

TABLE III

\*PER CENT OF SCHOOLS HAVING ATHLETIC BOARDS THAT SET UP STUDENT QUALIFICATIONS FOR MEMBERSHIP

Qualifications	Types of High Schools		
	59-City	15-Ex. Village	24-County
Scholarship .....	17.	13.2	25.
Department .....	13.6		16.8
Class in school .....	25.5		12.6
Age .....	8.5		4.2
Not reporting .....	68.	86.8	72.

\*This table will not total 100 per cent since some schools have several qualifications.

tions for student membership than have exempted village and county schools. Mention should be made that some schools indicated that scholarship was considered, for the reason that many schools placed players on the athletic boards and their eligibility requirements would necessitate a scholastic standard.

While the athletic board places the management of athletics in a group of varied size, the individual type, as its title suggests, gives the control to one person. Among the three types of schools there is a great variance as to the school official to whom the work is delegated, but there is a general uniformity within the type of school, with the exceptions of the schools under county supervision, as will be noted in Table IV.

Some schools gave a joint responsibility in the individual type and this is not shown in Table IV. The tendency

ment by his superiors or, in case of the superintendent, by himself. He holds this position during the time he holds his position in the schools.

It is rather difficult to place responsibility definitely in the combination type since it does not turn over the work to one individual, and yet in most schools using this type the replies would indicate that where such type of control existed, some one individual assumed a considerable amount of power. In checking the personnel of this type it was found that the same tendency existed among the various groups of schools as was found among the individual type in respect to the school officer who was made responsible.

All the schools responding held membership in the State Association. Many of them held other affiliations. City leagues are to be found in Cincinnati, Columbus, Akron, Toledo, Dayton and

TABLE IV

\*PER CENT OF SCHOOLS HAVING VARIOUS INDIVIDUALS OF THE PERSONNEL RESPONSIBLE IN THE INDIVIDUAL TYPE

Personnel	Types of High Schools		
	19-City	18-Ex. Village	65-County
Superintendent .....	5.3	11.1	56.9
Principal .....	63.	61.1	33.8
Faculty manager .....	10.5	22.2	10.7
Coach .....	5.3	11.1	24.6
Director of physical education .....	5.3	.5	
Assistant Principal .....	5.3	.5	
Not reporting .....	5.3		

\*This table will not total 100 per cent since some schools made more than one person responsible.

Youngstown. A number of city schools are members of sectional or regional leagues embracing a number of cities, such as the Lake Erie League, the N.E.O. Big Ten, the Hocking Valley and the Miami Valley League.

Among city schools, 17.9 per cent have charters from the National Athletic Scholarship Society, an organization which permits boys who meet a certain standard of achievement as students and as athletes to become members of the local chapter in the school.

Exempted village schools also have leagues organized in various parts of the State. Of the 33 schools, 48.5 per cent have membership in such leagues as the Eastern Greater, Cleveland Conference, Northwestern Ohio, Class B Cincinnati, Lake Shore, South Central, Central Buckeye, Dayton Suburban and Miami Valley.

Very few of the exempted village and county schools have membership in the National Athletic Scholarship Society, four of each group checking that they hold such charters.

The athletic board type or a combination of the athletic board and individual type seem to be favored by city schools, while exempted village and county schools use the individual type largely. Schools which use the athletic board type have mainly faculty members and pupils in their membership, with the board of education and citizens found on some boards. Scholarship is considered an essential qualification for student membership on athletic boards, while class in school is a qualification in most city schools.

In the schools which have the individual type, the principal is given the responsibility in city and exempted village schools and is divided between superintendent and principal in county.

Athletic boards vary greatly in size, those in city schools going to extremes in some instances. Some of the boards have a regular organization while others have no officers except the regular school officials.

An opportunity to emphasize scholarship in connection with interscholastic athletics is passed up by a majority of schools, only a few reporting charters from the National Athletic Scholarship Society.

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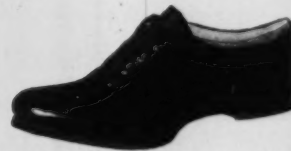
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# COACHES . . .

From Coast to Coast  
By MAURICE DAVIS

When Central High's (Memphis, Tenn.) track team is called out for practice this month, Lieut. Louis J. Harant, in charge of R.O.T.C. training at Central, will be the new coach. R. L. Jordan, former mentor of the Central track athletes and member of the Tech faculty, will return to his mathematics classes with an easy conscience, realizing that Harant, who was a former member of the U. S. Olympic team as a pistol sharpshooter, will turn out some bullet athletes.

Elmer Lampe, one-time University of Chicago football star, who later coached at Evanston (Illinois) High School and Emerson (Gary, Ind.) High School and then went as assistant football coach to the University of Wisconsin last year, was appointed head football coach of Carleton College (Northfield, Minn.).

Clarence A. Beutel has been named director of athletics at Du Pont Manual High School (Louisville, Ky.). Beutel, ex-Manualite of twenty years ago, and an outstanding football player and harrier of his day, succeeds Neal Arntson.

Some sort of praise ought to be given to the unnamed basketball coach of the Fern Creek (Ky.) High School who benched three of his star players for breaking training even though it meant that Shepherdsville, traditional rivals, won an easy victory over Fern Creek. It takes courage to do that, it seems to me.

Wilbur De Turk of Olney High School (Philadelphia) in the same connection,

proved that scholastic basketball games can be won off the floor. De Turk's proteges were handed a surprise when they played Roxborough in an "A" Section game of the Philadelphia Public High School League. Coach Ben Kline's Roxborough Indians, after they had dropped eight straight games, surprised De Turk and rolled up a 15-8 lead during the first two periods of the Olney game.

De Turk was so astonished that he withdrew his five regulars and put in his second string combination. The second stringers played such fine ball that the regulars on the bench begged to be sent back in so that they might win the game. De Turk, while his team was still behind, reinstated his rejuvenated regulars at the start of the fourth period. His boys pulled the game out of the fire.

Leland Whitacre, coach of basketball at Alliance (Ohio) High School, has one of the strongest teams in Ohio. Whitacre's is a defensive team, having held all opponents to 15 points per game, at the time of this writing. Whitacre attributes the victories to the fact that "the boys have great confidence in themselves as a defensive team and never worry about their inability to hit the hoop, as they feel they can hold the foe down until they recover their shooting eyes."

Hal Shields, Athletic Director of Hamtramck High School (Detroit), found that flowing locks interfered with the vision of many of his athletes. Accordingly, he purchased clippers and scissors and told his coaches to trim up the boys who needed it.

At Oak Park High School (Oak Park, Ill.) Coaches Woodruff and Holmes are working hard on the intramural athletic program. Coach Holmes says, "We want to give every boy in school a chance to enjoy the fine points of organized team play, and to have the fun of this type of recreation. Intramural athletics also develop unknown talent for the varsity teams which otherwise would be undiscovered."

Coach Applegram of Bowen High School (Chicago, Ill.) has the graduation blues. Capt. Bill Haarlow, whom he termed the greatest high school basketball player he had ever seen, graduated at mid-year. Haarlow made his grand finale against Morgan Park High School (Chicago) and single-handedly scored 51 of his team's 67 points, an all-time city of Chicago scoring record.

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